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THE NEW WORK-PLAY BOOKS

MANUAL

for

LET'S TRAVEL ON

BY

ARTHUR I. GATES

AND

JEAN AYER

WITH THE ASSISTANCE OF

MARY M. BARTLETT

INSTRUCTOR IN READING

NEW JERSEY STATE TEACHERS COLLEGE
NEWARK

NEW YORK

THE MACMILLAN COMPANY

1946

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CHAPTER I

READING AS A FACTOR IN GROWTH

1. THE NATURE OF READING

Complexity of reading

The New Work-Play Books are based upon the theory that reading is a very broad and complex activity.¹ A child or an adult does much more than recognize printed words when he reads. He understands what he reads. By understanding the content, he acquires information and ideas. The skillful reader does more than this. He receives greater values because he thinks while he is reading as well as after he has read. In addition to understanding clearly what the author has written, he may be critical of the author's statements and pass judgment on the author's point of view. He may also alter his own point of view and see how to use certain ideas in the text to further one of his own plans. In fact, all kinds of thinking — criticizing, judging, drawing conclusions, applying data to a problem — can and should go on during reading and after reading.

Reading affects emotions and feelings

Reading is not limited, moreover, to mental activity. It affects the emotions and feelings. The reader may be pleased or annoyed, saddened or cheered, encouraged or discouraged by what he reads. The reading may increase or decrease his zest for the subject read. It is likely, if he is very young, to add to or detract from his interest in reading in general. There is usually a series of definite emotional responses as well as intellectual responses during reading and resulting from it.

¹ *The Teaching of Reading: A Second Report, The Thirty-Sixth Yearbook of the National Society for the Study of Education*, Public School Publishing Company, Bloomington, Illinois, 1937.

Reading develops opinions and purposes

Reading affects the reader's opinions and purposes. It may lead to all sorts of "follow-up" activities. It may lead a child to draw an illustration, "play-act" a part, visit a factory, or construct an amateur radio station. It may lead him to determine to take better care of his pets or to work for cleaner streets, just as it may lead an adult to take active part in a campaign for better local government or for war or peace.

Reading must foster child development

Reading, in short, involves the whole person. It leads to ideas, convictions, feelings, emotions, attitudes, purposes, and actions. In conducting a reading program, therefore, the teacher should realize that she must do more than teach the pupil to read. She should attempt to contribute as much as possible to the many phases of the pupil's development.

The New Work-Play Books are organized to give the teacher efficient help in making instruction contribute to the pupil's development along these lines. In arranging each unit of the program, the following questions have been raised:

1. How will the reading material contribute to intellectual growth? How will it improve the child's understanding? What ideas and information will it give to him? To what extent will it encourage him to think — judge, draw conclusions, apply the data to his own problems and projects?

2. Will reading contribute to the pupil's aesthetic development? What feelings and emotions will the reading arouse? Are these the most desirable ones? Will it increase his desire to read? Will it tend to develop his appreciation and enjoyment of well-written material, whether fact or fiction, prose or verse? Will it help him to develop standards by which to decide as to the quality of what he reads?

3. How will the reading affect the pupil's opinions and purposes? Will it lead to further desirable activities? Will it result in the development of desirable plans and purposes?

If the reading program is to contribute richly to the pupil's development, two further objectives must be realized: (1) the process of

learning to read and the activities of reading must be made joyful experiences, and (2) they must be broadening and enriching experiences.

Learning to read — a joyful experience

If learning to read is to be a joyful experience, it must enable the pupil to learn with ease and success. Interest may be destroyed by difficulty and failure. Ease and success in learning to read are achieved by carrying the process forward by easy, well-graded steps. Learning to read can be made more satisfying by the use of highly interesting materials. It can be made a happier experience by organizing the program in such a way that it helps the pupil to do many other things which he enjoys doing. Since learning to read is usually one of the child's first adventures in school life, it must be a joyful experience.

The New Work-Play Books were developed to help the pupil find that learning to read is easy and certain of success. The program of reading has been so planned that it should enable the pupil to be successful and to be aware of his success. Reading content likely to be most interesting to the pupil at various levels has been incorporated in the materials. Reading has also been made the means of helping the pupil to do many things which he likes to do and which are beneficial to him. Thus, learning to read should become a joyful experience.

Reading must be a broadening and enriching experience

Reading should not be limited to narrow drills which restrict the pupil's natural craving for varied, full-bodied action and expression. It should not be limited to one type of story, to one area of information, or to one form of experience. It must introduce the pupil to many kinds of reading materials; it must bring to him many types of information; it must open up many areas of fruitful experience. It should, moreover, foster many worthy forms of growth, such as self-control, ability to plan individually, ability to co-operate with others, desire and ability to contribute to the welfare of others, etc. Learning to read, in short, should be made a vital means of broadening and enriching the child's life.

In *The New Work-Play Books* the pupil reads interesting and informing reading materials, rich not only in themselves but so constructed that enriching, educative activities grow naturally from the reading materials. Thus the reading experience and the natural experiences growing from it are broadening and enriching.

2. READING AS A VITAL FORCE IN CHILD DEVELOPMENT

Reading and experience

If reading is to foster the pupil's development, it cannot be an isolated mental activity. It must be the means of promoting other abilities and interests and it must be helped by them. It must, in brief, become a vital and intrinsic part of an interesting, well-rounded, and fruitful child life.

If reading is to be acquired as an intrinsic phase of experience, it becomes necessary to determine through what activities reading can best foster child development.

Growth in experience may be achieved through the following types of activities:

1. Linguistic activities
2. Dramatic activities
3. Artistic activities
4. Exploratory activities
5. Constructive activities

Each of these activities, as will be evident from the following discussions, can be made to contribute to growth in experience. Each can be made to develop the pupil's interest and ability in reading and in thinking. These qualifications in turn promote the pupil's growth in experience.

Linguistic activities

Under linguistic activities are included all forms of receiving ideas from and conveying ideas to other persons through speech. Through an exchange of ideas, the pupil's speaking vocabulary will be increased, and his experience will be modified and extended.

Both oral and silent reading may function in relation to linguistic

activities, particularly when they are undertaken for any of the following purposes:

1. To interest or inform an audience.
2. As preparation for informal reconstruction of stories.
3. For acquiring information to be used in group discussion.
4. As a "springboard" to the writing of compositions, letters, announcements, speeches, poems, news sheets, radio presentations, dramas, and the like.

The New Work-Play Books are organized to lead naturally to such activities, thereby promoting growth in experience.

Dramatic activities

Under dramatic activities are included all forms of "play-acting" from complete dramatization of stories or episodes to occasional imitation or characterization of a person, event, or situation. Such activities contribute to the social adjustment as well as to the intellectual enrichment of the child.

The New Work-Play Books encourage and facilitate dramatic activities from the earliest levels of reading by the use of highly dramatic action in both illustrations and text, by plans for various dramatic projects as follow-up activities, and by the inclusion, in the books for the intermediate grades, of suitable plays.

Artistic activities

Artistic appreciation and self-expression are important aspects of experience. The pupil should learn to use his imagination freely during reading and be given ample opportunity to express himself in artistic form. Appreciation of the art of others is also important, both for sheer enjoyment and cultivating taste in his own art expression. A pupil's desire to express himself can be fostered by giving him ample opportunity to draw, paint, or construct objects to portray ideas obtained from his reading and related discussions. Reading helps to clarify ideas expressed in artistic form, as the text helps to give the full meaning of a passage in a story, and experience in expressing ideas in various art forms makes further reading more interesting and enriching.

The illustrations of *The New Work-Play Books* have not been developed solely to give the pupil pleasure in the skillful color and composition of the pictures. They also assist him to recognize printed words, old and new, to grasp the ideas in the text, to evaluate them, and to clarify his own previous ideas.

In this way, the pictures in *The New Work-Play Books*, as in any effectively illustrated juvenile book, play an important role in stimulating the intellectual and emotional as well as the artistic growth of the child.

Constructive activities

A constructive activity expresses itself in the making of a real object, such as a model of a school of long ago, of an airplane, of a Chinese home, etc. As is immediately apparent, carefully selected reading materials become the means of fostering such activities, and, in turn, the pupil's interest in constructive activities stimulates him to additional reading. Reading and constructive activities are related in many ways, ranging from the provision of definite and detailed reading directions for carrying out certain activities to mere hints concerning an interesting project to be further developed. Any such activity, once begun, tends to lead to further reading in many sources for guidance, direction, and suggestion. Thus, reading appears in its true worth as a skill which greatly assists the child to do the things he wishes to do.

The New Work-Play Books contain much that will stimulate the child to organize and execute worthwhile constructive activities. In this way many important types of reading are introduced with opportunity for satisfactory outcomes. These activities have been carefully planned and organized to promote effective and continued growth.

Exploratory activities

Under exploratory activities are classed all sorts of searching and investigation for data related to the topic being read and the activity being carried out. Thus, plans to make a model of one of the first steamboats (in connection with Unit III of *Let's Travel On*) might

lead a pupil to search for further books or pictures, to talk to various craftsmen and engineers, to visit the museum, etc. Such enterprises serve to influence a child's viewpoint, clarify his understanding, and provide for further growth in many lines.

The New Work-Play Books for these reasons are constructed so as to furnish both stimulation and substance for various types of exploratory activities that will make definite contributions to the growth of the child.

3. ORGANIZED CENTERS OF INTEREST

Educative experience

If reading is to be a means of promoting worthwhile activities and if interest in such experiences is to become the salt that savors reading, the activities must be organized into a unified program. It is not enough merely to be engaged in miscellaneous activities. Unselected, hit-or-miss experiences are wasteful and often miseducative. An activity to be educative must be based upon a purpose and must proceed along the lines of an orderly plan to a satisfying and educative end.

Fruitful growth in experience may be best achieved through the establishment of broad centers of interest. These centers of interest, while not in any sense rigidly restrictive, give direction to experience and thus make it constructive and educative.

Centers of interest in reading

It is through the reading program that broad centers of interest may be most clearly established. These interests will stimulate exploration and growth in other fields, which in turn will equip the pupil for further interpretation of reading material. It has been one of the aims of *The New Work-Play Books* to establish a series of continuing centers of interest, and to establish them in such a way that, while they gently guide the child and point to a way of development, they do not restrict the child's actual experiences.

In the work of the first year, the child is concerned with the more immediate interests of the typical American community. In the Second Reader, *We Grow Up*, the child ventures from the near and

familiar community to less familiar types of life in America. Presented are phases of American life outside the average child's direct experience. In the Third Reader, *Wide Wings*, the child is carried on his vehicle of previous experience still farther afield in time and space. In the Fourth Reader, *Let's Look Around*, the pupil ranges still farther in time, space, science, and imagination. In the Fifth Reader, *Let's Travel On*, exploration is carried forward and outward still further. This book introduces selections from history; stories and informative selections about more distant lands, such as Brittany, Norway, Syria; folk tales from long ago; materials concerning nature study; transportation and communication; and the physical and social sciences. It features the lives and contributions of inventors, patriots, and explorers. It introduces various forms of literature: the dramatic form (a play); poetry of various types; imaginative, humorous, and matter-of-fact writing; historical narrative; folk tales; adventure stories, and other forms. Divided into eight units or centers of interest, the Reader provides for the exploration of the important areas of fact and fancy and the most valuable fields of literature for pupils in the fifth year of school.

CHAPTER II

MATERIALS AND GENERAL METHODS FOR THE FIFTH YEAR

1. THE FIFTH-YEAR COURSE

Theory of method

The theory underlying *The New Work-Play Books*, as explained in the preceding chapter, sets up the following requirements:

1. Reading must be a happy experience.
2. Reading must be a broadening experience.
3. Reading must be an enriching experience.
4. Reading must stimulate growth in experience, both in itself and in other activities, and must so guide experience as to make it definitely educative.
5. Reading skills and abilities must be developed in proper order and relation to each other so that the child will acquire the abilities needed at each stage in his growth without confusion or conflict.

It is the purpose of this chapter to discuss the materials and methods employed in *The New Work-Play Books* to meet these requirements.

Materials for the fifth year

The basic and optional materials of the fifth-year program of *The New Work-Play Books* are as follows:

1. *Let's Travel On*, the Fifth Reader.
2. The Preparatory Book to accompany the Fifth Reader, *Let's Travel On* (Optional).
3. The Teacher's Manual, incorporating principles of method and suggestions for procedures with both basic and optional material.

The fifth-year objectives

In addition to the objectives stated above, the fifth-year program is designed to meet certain specific objectives, important for this stage of reading development. Among them are the following:

1. To develop interest in reading, both for information and for pleasure.
2. To cultivate a taste for the best types of children's literature, and to give the pupil guidance in the selection of his personal reading.
3. To develop and refine the pupil's ability to attack the many varieties of reading.
4. To develop and extend rapid, accurate, and full comprehension in each type of silent reading.
5. To refine and develop the pupil's mastery of the mechanics of reading, to increase his speed of reading, and to train him to suit his rate of reading to the character of the material and his purpose in reading.
6. To develop interest and ability in oral reading.
7. To enrich the pupil's reading, writing, and speaking vocabulary and to develop interest and ability in oral and written language.
8. To train the pupil to use textbooks and similar materials skillfully and efficiently, and to provide him with the techniques which will enable him to study effectively.
9. To cultivate interest and ability in the exploration of a field of ideas by using encyclopedias, biographies, periodicals, and other literary references; by inquiring among informed persons; and by exploring museums, stores, factories, and other first-hand sources.
10. To develop various desirable personal attitudes and abilities, such as mental curiosity and alertness, aptitudes for co-operative action, ability to plan and execute projects, to undertake original and creative work, to establish desirable standards of achievement, and to judge, reasonably, his own accomplishment.

Fifth-year procedure

In the fifth-year program, the basic principles of procedure are followed — namely, use of prescribed pages of the Preparatory Book or preparatory activities suggested for classes without the Preparatory Books preceding the reading of a predetermined amount in the Reader.

The Preparatory Book which has been designed to accompany the Fifth Reader is highly recommended for use by the pupil, although optional. Detailed suggestions are made in the Manual for procedures for classes without Preparatory Books. As in the case of the Preparatory Books for earlier years, the Preparatory Book to accompany the Fifth Reader or the suggested preparatory activities prepare the pupil with the basic skills, vocabulary, and background information for successful reading of predetermined amounts of material in the Reader.

2. ORGANIZATION OF MATERIAL

Centers of interest

In *The New Work-Play Books*, the course for the fifth grade, like the courses for the preceding grades, is organized around centers of interest. For a period of two weeks or more, the pupils are engaged in exploring a common topic in various directions. All the activities undertaken are held together by the general theme. Stories are read and told; informative selections are studied; work-and-play types of reading are pursued; the library is utilized; excursions are made; artistic, dramatic, constructive, and other projects are undertaken in exploring the field embraced by the topic. During the period, comprehensive projects may be undertaken which may be brought to a culmination at the end of the period in a program of interest to the group and to possible guests.

Characteristics of the plan

The centers of interest in *The New Work-Play Books* were selected in the light of a number of definite criteria, as follows:

1. Each topic must represent a genuine topic — a field of investigation. It must not be a mere superficial aspect of a group of unrelated selections.

2. Each topic must be one which appeals strongly to children's interests and which falls within the intellectual grasp of the pupils of the grade in question.

3. Each topic must represent a field which offers rich educational returns to pupils who explore it. It must have genuine educational value.

4. Each topic must be one which provides for extension into other subjects and activities. It should be a topic which encourages pupils to explore reference books, newspapers, magazines, histories, biographies, and on occasion, other sources of information, such as museums, newspaper plants, and various local industries.

5. Each topic should lend itself readily to various cumulative projects of an artistic, dramatic, linguistic, or constructive type. It should be one which provides for things to do as well as things to read.

6. Each topic should be considered in the light of its possible relationships to the other topics so that the program as a whole will possess proper thoroughness, breadth, and variety.

The Fifth Reader comprises the following eight units or centers of interest:

1. "Four-Footed Friends," selections about nature, especially animal life.
2. "Young Americans," selections placing emphasis on patriotism, character, bravery, and other desirable human traits.
3. "Inventors and Inventions," historical materials relating the thrilling stories of the invention of the steamboat, railroad engines, the process of vulcanizing rubber, etc.
4. "Just for Fun," an introduction to the literature of humor for this stage.
5. "Children in Other Lands," an introduction to the literature of travel, geography, and life in other lands.
6. "Tales That Were Told," an introduction to the literature of folk tales and the drama.
7. "Salt Water Stories," an introduction to the literature of travel, especially sea stories.
8. "Gold Hunters," an introduction to the literature of the social studies, especially the historical narrative.

Advantages of this type of organization

1. *It encourages thoroughness.* The organization enables the pupils to explore a field with sufficient thoroughness to give them a genuine acquaintance with it and a real interest in it.

2. *It enriches the vocabulary.* Words and ideas are necessarily reviewed and reconsidered as the topic enlarges and expands. Thus, meanings become more broad and more definite.

3. *It leads to many related activities.* Time and incentives are provided for wide collateral reading. Individual pupils thus report stories, anecdotes, and information to the group. The continuing interest gives rise to many related activities, such as making excursions, writing letters, making picture collections and bulletin board displays; painting, drawing, or modeling things related to the topic; planning and executing plays, pantomimes, dances, and games; gathering and singing appropriate music; making costumes for a play or pageant; gathering objects related to the theme, etc. The topical organization thus keeps reading from becoming a narrow, isolated activity; it makes reading the basis of a broad program of varied types of related enterprises.

4. *It fosters individual and group enterprise.* As the theme is carried forward, it tends to become a group project to which each pupil contributes according to his interests and talents. For example, in relation to the topic, "Children in Other Lands," some pupils may choose one country, some another for special study. One child may learn about a country's costumes, another about houses, another about climate and products, another about folkways. To express what he has read, one pupil may make objects, another may paint pictures, another may write or tell about his discoveries — each according to his interest or need. Thus, the benefits of co-operative action are secured, while highly individualized activities are promoted.

5. *It harmonizes "minimum essential" instruction and individual enterprise.* The *New Work-Play Books* provide the "minimum essentials" in a systematic, almost self-teaching form, and also the incentives and opportunities for more extended individual creative work. Instead of opposing the two purposes, the program of *The*

New Work-Play Books teams them together so that each facilitates the other.

6. *It enables the teacher to handle varied abilities in one group.* This is due to the provision of the "minimum essentials" in largely self-teaching and self-diagnosing form (a feature to be explained more fully later) together with wide latitude for specialization in the correlated work. The slow reader may spend more time in reading and confine himself to the less difficult supplementary materials without being left out of the game for the reason that he will see and hear about the other materials from those who go more widely afield. In some classes, the better readers have assumed as one of their projects a plan for helping the slower readers over certain difficulties.

7. *It simplifies vocabulary difficulties.* The unit type of organization simplifies vocabulary difficulties. This is due to the fact that a certain specific vocabulary is common to much of the material on a given topic. Once the pupil has become familiar with this basic vocabulary, he will usually find other material on that topic relatively free from unfamiliar words.

8. *It facilitates co-ordination with other school activities.* When the school or public librarian knows that the class will be exploring one topic for some time, she will be able to assemble all the books on the topic that she has (and often borrow more from other sources) and arrange everything in the most serviceable manner. Similarly, the gymnasium teacher may provide exercise in the form of practice or stunts or a game related to the general topic, which, while as satisfactory as any other exercise would be, becomes, because of its associations, more educative and interesting. The work in music and drawing can also be made richer and more interesting by association.

3. CHARACTERISTICS OF THE FIFTH READER

Interest

The first consideration in the selection of the material for the Fifth Reader has been that of interest. The final selection is the outcome of many years of research conducted to determine the basic interest-provoking qualities in children's literature and to discover selections highly charged with these qualities.

Variety of materials

The selections of prose and verse represent a well-balanced variety of types, including informative and fictional, realistic and imaginative, humorous and serious, and modern and classic literature.

High literary standards

Only selections of high literary standards have been utilized. Experts have given all the selections high ratings as examples of good writing; the book contains no poorly written material. *Let's Travel On*, therefore, provides a means of breeding respect for good writing and for developing and elevating literary taste.

In adapting the various prose selections in the Fifth Reader, great care was taken to preserve the style and charm of the original. Adapted selections were either sent to the authors for criticism or when this was not feasible, were submitted to other qualified critics. To ask a child to read a selection from a fine literary work after it has been garbled in so-called "adaptation" until its original charm has been entirely lost, is to do him a serious injustice.

Variety of literary styles

The selections cover a wide variety of literary styles, all of them good. By encountering a number of literary techniques and types of composition, the pupil will broaden his tastes as well as discover his preferences. At the same time, his reading ability will become more easily adaptable to the various representative types of composition.

Proper difficulty

By considering the vocabulary, the structure of the composition, and the complexity of ideas; by securing the opinions of experts; and by submitting the material directly to groups of fifth-grade pupils of varying ability, the authors selected and adapted materials to meet the needs of this grade. *The New Work-Play Books* make possible a full measure of understanding and enjoyment and provide an abundance of reading unhampered by excessive difficulties. This provision is essential to enjoyment in reading and to the development of habits of rapid and accurate comprehension.

Selected vocabulary

Special attention has been given both to the selection and development of vocabulary. As stated above, careful analyses and studies were made to reduce the vocabulary load to an optimum point so that the reading would be sufficiently easy and so that it would also provide for enlargement and refinement of the child's knowledge of word meanings. Every word in the Reader has been considered in the light of its evaluation in both the Gates and Thorndike word lists. Many words used in the preceding Readers of *The New Work-Play Books* were reintroduced (often to replace less useful words) to provide for review and for the appreciation of extensions of meaning. A recent study, moreover, has shown that average pupils during the first half of the fifth grade can read 98 per cent of the first 2500 words in the Thorndike list. Special care has been exercised, therefore, to introduce no more words beyond the first 2500 than are needed for healthy vocabulary growth.¹ Thus, the process of reading, itself, becomes the primary means of developing a highly useful basal vocabulary. The Reader includes a "Short Dictionary" and various vocabulary-building exercises, tests, and reviews for giving help with useful words of more difficult character. Some of these features will be mentioned later.

Sound incentives for further reading

In developing *The New Work-Play Books*, it was recognized that, while the course is basal, it is only the base and not the whole of the structure of experiences sought. It is designed to cultivate interest and ability in diversified reading. For example, most of the selections are taken from books which contain similar or related material by the same author. Following each selection in the Reader there is a note giving the pupil the name of the book from which the selection is taken and the names of other books on related subjects. Comments on difficulty of the book help the pupil to choose his reading wisely and prevent the disappointment and discouragement which arise from an unsuccessful encounter with recommended reading.

¹ A. I. Gates, G. L. Bond, and D. H. Russell, "Relative Meaning and Pronunciation Difficulties of the Thorndike 20,000 Words," *Journal of Educational Research*, November, 1938, 161-169.

The Manual supplies the names of many more books which the teacher may suggest for reading as she sees fit. Page 452 of *Let's Travel On* gives page references to the various books, classified by topics, referred to in the Reader.

Helpful reading and study guides

When a child has reached the fifth grade, he must begin to apply his reading ability for study purposes much more extensively than he has done before. He must learn how to use an index, a simple dictionary, and possibly a juvenile encyclopedia. He must learn to look through material quickly for what he wants and, as he proceeds, to make some use of summarizing and outlining. In his written work he must know where to divide a word at the end of a line. In connection with his use of the dictionary and of glossaries, he will need to acquire understanding of alphabetic arrangement, of the significance of the accent mark, and of the simpler diacritical marks. The exercises which follow the prose selections in the Fifth Reader are carefully planned to give the child a knowledge of the simpler phases of these and various other skills and to give him practice in using them. In his work both with the exercises and with the comprehension tests a varied expression has been used to make it essential for him always to read carefully the simple directions he is to follow. The exercises are also planned to give him opportunity to increase his vocabulary and to make it seem desirable and interesting to do this.

The program of *The New Work-Play Books* is designed to enable pupils to develop for themselves, to a large extent, interests, tastes, and techniques. It therefore includes in the Reader a carefully constructed and related program of suggestions, exercises, guides, and instructions to pupils. The following are some of the types of teaching aids provided:

1. *Comprehension Questions.* The comprehension questions, which follow certain selections, are designed to foster thinking and discussion, rereading and reconsideration of ideas, and to lead to the future use of ideas acquired.

2. *Objective Problems and Exercises.* The objective exercises, while giving variety, serve the same purposes as the questions and

additional purposes as well. The responses are quickly made and are objective. They may be used as objective tests of comprehension and thinking, and thus reveal the abilities and difficulties of individual pupils.

3. *Vocabulary-Building Exercises.* Some of the exercises are constructed to test and develop word meanings. (See pages 38, 57, 124, 171, etc. for different types.) Meanings which otherwise might be left somewhat vague are brought out clearly and the forms of the words noted. These exercises call for both immediate and delayed consideration and are usually related to activities with the Reader glossary and with the dictionary.

4. *Things to Do.* The "Things to Do," which follow each prose selection, are suggestions that encourage the pupil to use what he has read to further other purposes. They help to keep reading from becoming isolated from other activities. They make the reading work more varied and active, as well as more broadly educative.

5. *Dictionary.* At the end of the Reader, pages 453-469, is "A Short Dictionary," composed of the more difficult words used in the Reader. Its form is that of the standard dictionary, and by using it the pupil becomes accustomed to the procedures employed in using a full-sized dictionary. Many of the exercises refer the pupil to this glossary, and since it is simple, helpful, and always at hand it demonstrates the value and use of the dictionary. Through it and the related lessons in the text, a knowledge of accent marks, diacritical marks, syllabication, etc. and of their values in determining pronunciation may be developed.

6. *Use of the Dictionary.* *Let's Travel On* also includes a carefully graded series of exercises in the use of the dictionary. These exercises provide incentives for using the dictionary and test the child's ability to use a dictionary.

7. *Word Analysis.* *Let's Travel On* contains a series of exercises designed to carry forward mastery of phonetic insight, syllabication, and other analysis skills. Exercises with rhymes, dictionary clues to pronunciation, and other devices are included.

8. *Study Skills and Specialized Types of Reading.* Special exercises are introduced to develop various types of reading, such as

getting the main ideas, skimming to find specific facts, outlining, making summaries, etc.

9. *Use of Reference Books.* Methods of using various kinds of reference books are introduced. They include practice in using the table of contents and the index and in the use of the dictionary and encyclopedia.

4. CHARACTERISTICS AND USES OF THE PREPARATORY BOOK

Content of the Preparatory Book

As in the program for the first four grades of *The New Work-Play Books*, the course for the fifth grade includes a Preparatory Book as well as a Reader. The Preparatory Book provides, in ready-made form, materials to enable the teacher to do better and more easily what the best teachers have been doing at great cost of time and energy — time and energy devoted to preparing supplementary materials and teaching pupils to use them. It provides a carefully developed and largely self-teaching and self-diagnosing course completely worked out in detail.

Purposes served by the Preparatory Book

The following list gives some of the features of the Preparatory Book:

1. Each of the eight chapters or units of the Preparatory Book begins with a testing-and-teaching exercise. It consists of a narrative selection followed by a comprehension exercise of ten items. Directions are given in the Daily Lesson Plans of the Manual for using these materials as an objective test of *speed and accuracy* in reading. *Speed* can be expressed in number of words read per minute, and *accuracy* in the percentage of correct responses to the comprehension exercises. Both scores may be recorded permanently in a table and chart provided on pages 91 and 94 of the Preparatory Book. These tests enable the teacher to keep close contact with the development of *speed and accuracy* of *each* pupil during the year. The exercises do more than test; they help the pupils acquire words, skills, information, and interests useful in reading the following material in the Reader and Preparatory Book.

2. The Preparatory Book provides helpful introductions to the selections in the Reader. The introduction may be a story or an informative selection. In either case, it introduces important words and concepts and gives background information in relation to selections to be read in *Let's Travel On*. (See Preparatory Book pages 8, 10, 27, etc.)

3. The Preparatory Book introduces and develops recognition and understanding of the more difficult words *before* they are encountered in the Reader. Some of these words are brought out in the "background" selections mentioned in 2, above, and others are presented in special vocabulary-building exercises, as for example, those on pages 4, 25, etc.

4. The last page in each unit of the Preparatory Book provides a test in which the more difficult new words introduced in the corresponding unit of the Reader are reviewed. This enables the teacher to keep informed about the progress of each pupil in vocabulary building. (See pages 12, 22, etc.) The Daily Lesson Plans in the Manual give suggestions for additional review activities for the pupils who show a need for further work.

5. The Preparatory Book embodies a systematic plan of activities for developing the various special types of reading abilities. Among the reading techniques carefully developed are the following:

Locating items, facts, or ideas. The following techniques are developed for this purpose:

- (1) Ability to do a *first, single reading* with increasing speed and accuracy.
- (2) Ability to *reread* with increasing speed and effectiveness for definite purposes which the pupils understand and accept.
- (3) Ability to *skim* with increasing speed and effectiveness.

For developing these skills several devices are used. One is to give the pupil a special problem or purpose *before* he reads an informative selection and thus encourage him to read selectively so as to *locate* the relevant material. Following this first, single reading, he does certain comprehension exercises, provided in the Preparatory Book, which enable him (and the teacher) to check his understanding.

Then the Preparatory Book suggests a further problem or purpose to motivate a *rereading* of the selection. In certain instances an effective motive for a second *rereading* is also provided. During these rereadings to find the answer to certain questions or the solution of certain problems, the pupil learns to *skim*. Thus flexibility in attack varying from a careful *reading*, to a fairly rapid *rereading*, to a very rapid, selective *skimming* is developed. (See Preparatory Book pages 2, 4, 6, 14, 21, etc.)

Getting the central or main idea of a paragraph or part of a selection or a whole selection. A variety of exercises designed to increase these skills in connection with different materials and purposes is included. (See pages 6, 9, 36, etc.)

Organizing ideas and material. Exercises provide incentives and tests of ability to organize materials in various ways varying from relatively simple exercises in choosing main and subordinate titles, "key words," or sentences to the construction of a complete outline or summary interpretation. (See pages 2, 6, 21, 24, etc.)

Summarizing the substance of a selection. This begins with relatively simple tasks and materials and progresses to more complex ones. (See pages 6, 21, 32, etc.)

Retaining and using material after an interval of time. For example, the Preparatory Book includes a series of problems or projects at the end of a unit which involves the use of the material previously read in that unit. (See pages 12, 22, 34, etc.) Page 96 of the Preparatory Book is arranged for records of and comments on supplementary readings.

Reading of precise directions. (See pages 3, 6, 7, 11, etc.) Reading and interpretation of maps and graphs (pages 55, 56, 74, etc.) and other types of "study reading" are introduced.

6. The Preparatory Book includes a systematic program for developing word recognition skills suitable to the fifth grade. (See page 41 for exercises on prefixes; page 42 on suffixes; pages 11, 25, etc. on syllabication; pages 15, 30, etc. on little words in big words; pages 16, 60, etc. on rhyming words; pages 20, 25, etc. on long and short vowels.)

7. The Preparatory Book carries forward systematic development

of insight into word meanings. In addition to the exercises mentioned under 3 and 4 above, note pages 61, 64, etc. on synonyms and antonyms, pages 41 and 42 on prefixes and suffixes, etc.

8. The Preparatory Book carries forward a systematic program for teaching the pupils to use a dictionary and other books of reference. (See pages 7, 25, 29, 41, etc.)

9. The Preparatory Book on almost every page contains exercises which will yield an informal diagnosis of ability. Thus, inappropriate techniques may be detected and eliminated before they become fixed habits.

10. The Preparatory Book provides exercises which foster additional or follow-up reading. Provision for recording data about books read independently will be found on pages 95-96.

11. The Preparatory Book helps to carry reading over into the field of the various school subjects. It provides activities and materials related to those found in the courses in fine and practical arts, in geography, biography, history, arithmetic, composition, and other subjects. The Preparatory Book thus serves as a connecting link between reading and the content subjects.

5. USING THE READER WITHOUT THE PREPARATORY BOOK

The Reader can be used alone

Although the Preparatory Book is of great value and will actually reduce the total expense of instruction by saving the cost of many other kinds of classroom material and equipment — not to mention the teacher's time and energy — it is not indispensable. If a Preparatory Book cannot be provided for every child, the teacher can and should secure a desk copy. The Manual contains instructions for preparatory activities adapted from the Preparatory Book exercises and substantially equivalent to them. The teacher should follow these alternate instructions when the pupils are not supplied with Preparatory Books. If a small set of Preparatory Books can be obtained, individual pupils may take turns in reading the Preparatory Books and they may then execute the directions on separate sheets of paper.

6. THE TEACHER'S MANUAL

Purpose of the Manual

The teacher should have on hand for frequent consultation a copy of the Teacher's Manual and of the Preparatory Book.

It is the purpose of the Teacher's Manual to provide the teacher (1) with a knowledge of the general characteristics of the course in *The New Work-Play Books*; (2) with suggestions as to methods of diagnosing and remedying special defects in reading, as to methods of developing skill in word recognition, and as to methods in relation to other common reading problems; (3) to supply detailed suggestions for procedure in the daily lessons; and (4) to provide reading lists from which the teacher may recommend books suited to the needs of her pupils.

CHAPTER III

METHODS OF DEVELOPING CERTAIN FUNDAMENTAL SKILLS

If pupils are to learn to meet the many needs for reading in the world of today with keen enjoyment and high efficiency, they must acquire certain interests and abilities. It is the purpose of this chapter to explain the ways in which these interests and abilities are developed in the fifth-year course of *The New Work-Play Books*, and to offer to the teacher certain suggestions for guiding the pupils' learning and development.

These explanations and suggestions will be presented under the following topics:

1. Developing ability to survey words and sentences from left to right.
 2. Developing skillful independent recognition of words.
 3. Introducing, enriching, and reviewing basic vocabulary.
 4. Developing growing ability to phrase and to read by thought units.
 5. Developing growing interest and ability in oral reading.
 6. Developing interest in varied and desirable types of silent reading.
 7. Developing the optimum speed in silent reading.
 8. Improving accuracy of comprehension.
 9. Improving the level, or power, of comprehension.
 10. Classifying and grouping pupils.
-
1. DEVELOPING ABILITY TO SURVEY WORDS AND SENTENCES FROM LEFT TO RIGHT

In *The New Work-Play Books* special attention is given to the problem of developing proper perceptual orientation during the course of the first and second years. Proper habits of eye movement should

be formed long before the beginning of the fifth year by pupils who have worked during the preceding years with these materials. If any of the pupils in the fifth year show frequent reversal errors, it is probably due to confusion in word perception. The teacher will find it valuable to explain and demonstrate correct eye direction; to develop activities in writing, printing, and typewriting; and to use a variety of exercises designed to develop correct perceptual orientation. The teacher will find these various suggestions discussed fully in the General Manual which accompanies *The New Work-Play Books* for grades one to three. The fifth-grade teacher should be very careful, however, not to make pupils, especially the average and better readers, eye conscious. For further suggestions, the teacher is referred to Arthur I. Gates, *The Improvement of Reading (Revised)*, The Macmillan Company, 1935, pages 331-371.

2. DEVELOPING SKILLFUL INDEPENDENT RECOGNITION OF WORDS

Word recognition abilities to be developed

To become an efficient and independent reader, a child must acquire the following skills:

1. Ability to learn new words when they are introduced.
2. Ability to work out the full recognition and pronunciation of words that cannot be recognized instantly at sight.
3. Ability to recognize previously studied words with increasing ease, speed, and accuracy.

In a program planned to develop these skills great care must be exercised lest methods be introduced which will conflict with, rather than help, one another. A pupil must become equipped with a variety of skills which harmonize with one another and which he learns to use at the time when, and to the extent to which, they are most useful. The main principles in a word-recognition program are:

1. The pupil must acquire the habit of reacting attentively to words.
2. The pupil must acquire the habit of moving his eyes across the word in the left-to-right direction.

3. The pupil should acquire the habit of comparing words with one another in order to note similarities and differences.

4. The pupil must perfect the habit of discovering and seeing the most significant features and parts of words.

When an unfamiliar word is encountered, the visual analysis of the word form must precede the sounding of the word parts. Before the pupil can think of the sounds of phonograms, syllables, or letters, he must see them in the word. It is therefore important to help him learn how to detect the parts that will be most useful, both for recognition and for sound.

Visual analysis should, in general, be directed so as to isolate word parts which can be readily sounded.

The pupil must not only know that most words can be broken up into a variety of total sounds, but he must also become familiar with a number of these sounds.

The activities introduced to improve word perception and word analysis should be conducted with words which have already been introduced in the basal program and whose meanings are consequently familiar. The learning experience, in other words, should consist in refining and improving the perception of words previously introduced.

The pupil's attention should be directed to the word features and parts which appear most frequently in the basal program and to words most frequently encountered in children's literature. Thus, in the materials of *The New Work-Play Books*, word parts, phonograms, etc. introduced have been carefully selected and are those most numerous in the basal vocabulary.

Word elements should be introduced by leading the pupil to discover them in words and not in isolation.

Working out the pronunciation and meaning of a word that cannot be recognized at a glance should be carried on when the word occurs in a context that gives it meaning. It is very important that the pupil learn to use word-form clues and context clues at the same time. The pupil should be encouraged to try to find familiar parts in words. He should look for features and parts of words and conduct his own little studies in word analysis.

Word-analysis program for the first three years

During the first three years a carefully organized program of word analysis was developed. The pupil who has completed the primary unit of *The New Work-Play Books* has had the following training in word analysis:

1. Experiences in the discrimination of and use of sounds of total words — begun in the pre-reading program.
2. Training in the realization that total words are composed of distinct and distinguishable sounds — begun in the pre-reading program. This includes activities with rhyming words, words with the same initial sounds, and with oral blending of word sounds.
3. Establishment of a sense of the nature of the general visual forms of words — begun in the pre-primer program.
4. Various types of comparisons of words likely to be confused because of common letters, phonograms or syllables, or similarities in shape — begun in the pre-primer period.
5. Training in detecting the features of words most helpful in word recognition and in finding similar elements (phonograms, syllables, etc.).
6. Experiences with initial sounds of words designed to develop the sense of initial sounds, and the fact that these sounds are represented by the first part of the word — begun in the primer program.
7. Establishment of the realization that certain words begin with the same initial letter and that this letter usually has a characteristic sound — begun in the primer program. (Note the continual stress in the early work in phonetics on the beginnings of words. This stress assists in developing correct perceptual orientation.)
8. Activities with specific initial letters and phonograms as listed below — begun in the first-reader program.
9. Special exercises for introducing suffixes (*ing, ed, etc.*) — begun in the first year.
10. Experiences in noting long and short vowel sounds — begun informally late in first year and carried forward to solve increasingly difficult word problems through all grades, including the fifth.
11. Combining familiar words to make larger words — begun in the second year.

12. Experiences in finding and sounding syllables — begun in the second year. Some of the phonograms and suffixes introduced in the first year, however, are syllables.

Following is a list of all the phonograms introduced during the first five years' work. The year in which each is presented is indicated by the number which follows it.

ac	4	de	4	ill	1	pr	3
ack	2	dis	4	in	2	pre	5
ad	4	dle	4	ine	2	pro	5
ai (chair)	3	dr	3	ing	1	ry	3
ai (mail)	2	dry	4	it	2	s (final)	1
ain (train)	2	ea	4	kn	2	sh	1
air	2	eat	3	less	4	sion	5
ake	1	eck	3	ly	3	sk	3
all	1	ed	1	ma	2	sl	2
an	1	ee (sleep)	1	mis	5	sm	3
and	2	eep	3	ness	4	sn	3
ar (car)	1	ell	2	ny	3	sp	2
ark	3	en	1	oa	4	st	1
at	1	ent	3	ock	3	str	3
ate	3	er	1	oi	4	sw	3
ave	3	ern	5	old	3	ter	3
aw	2	est	3	oo (room)	2	th (them)	1
ay	1	et	1	oo (wool)	2	th (think)	3
be	2	ew	2	ook	2	ther	3
ber	3	ex	4	op	2	tion	5
bl	2	fl	2	ore	3	tr	1
ble	4	for	4	ot	2	tw	3
br	1	fr	2	ou	4	ty	4
ch	2	ful	5	ound	2	uck	3
cl	1	gr	1	ow (cow)	1	un (fun)	1
com	4	ick	3	ow (snow)	1	un (unhappy)	4
con	5	ied	3	oy	4	wh	1
cr	3	ight	2	pl	1	y (final)	1

During both the fourth and fifth years, considerable word-analysis work is provided as part of the program offered in the Reader and in the Preparatory Book in introducing the use of the dictionary. In addition, exercises are provided to (1) continue the study of little words in big words; (2) compare confusing words, especially those

containing common phonograms and syllables, prefixes and suffixes; (3) continue the improvement of phonic sensitivity by means of exercises in rhymes, etc.; (4) continue the improvement of skill in detecting and using syllables in words as an aid to word recognition and pronunciation. In addition to reviewing many phonograms, syllables, prefixes, and suffixes introduced during the first four years, the following syllables are presented, with emphasis on their functions as prefixes or suffixes, in exercises in the Preparatory Book and alternative exercises described in the Daily Lesson Plans: *con, ern, ful, mis, pre, pro, sion, tion*.

Skill in syllabication

It will be noted that many of the phonograms listed above form syllables. Before the pupils enter the fifth grade, they should have acquired skill in breaking up unfamiliar words into syllables. *The New Work-Play Books* for the primary grades contain a carefully developed plan for producing this skill. Further experience in syllabication is provided in the fourth-grade Preparatory Book and continued during the fifth-grade Preparatory Book. Those pupils who are not proficient in this technique should be given special help. One of the best ways is occasionally to demonstrate how words are divided. This may be done by covering the word with a card and then exposing the syllables one after another while pronouncing them. The child may then be encouraged to break up other words into syllables and to pronounce them in turn. The carefully developed program of training in using the dictionary in the fifth year provides an excellent opportunity for promoting skill in syllabication. This phase of the dictionary work may be given special attention in the case of pupils retarded in skill in managing syllables. The spelling lessons afford another opportunity for intensive work on this skill.

The development of skill in syllabication is of greatest importance in the fifth grade. During this period, most of the words which offer recognition and pronunciation difficulties to the average pupils are polysyllabic words.¹ The most natural and helpful unit of attack in

¹ For evidence, see E. W. Dolch, "Phonics and Polysyllables," *Elementary English Review*, Vol. 15, April, 1938, 120-124.

these words is the syllable rather than the single letters or phonograms which comprise only a part of a syllable. During the fourth and fifth grades normal pupils will be increasing the extent to which they attack words syllable by syllable and decreasing the degree to which they attack words by letter or small phonetic units. This trend should be encouraged by providing an abundance of experience in breaking up words into syllables, recognizing the sound and proper emphasis of each syllable, and then recognizing and pronouncing the whole word by unifying the syllables. Experience in noting accents, long and short vowels, silent letters, etc. and in using the dictionary aids (divisions into syllables, accent marks, diacritical marks for indicating vowel sounds, etc.) should be provided during this period. All these experiences are supplied abundantly in *Let's Travel On* and the accompanying Preparatory Book and in the Daily Lesson Plans, both for pupils using and those not using the Preparatory Book.

It may be noted that the Preparatory Book for the fifth grade introduces in specific exercises a relatively small number of particular syllables — in fact, only the eight listed above. It should be observed, however, that in the list of phonograms, etc., above at least 75 are genuine syllables (as contrasted with such phonograms as *ai* (mail), *bl*, etc.). A careful study of the frequency of syllables in the vocabulary of *The New Work-Play Books*, the Gates Primary Word List, and the first 5,000 words in the Thorndike List was made and used in the selection of syllables and phonograms for this course. The above list includes the most frequent and useful ones. There are, of course, hundreds of other different syllables but few among them that appear frequently. The purpose of *The New Work-Play Books* is to develop the techniques of syllabication with the list of about 75 syllables and provide practice in using these techniques and in using the dictionary in handling the others. The Reader and Preparatory Book provide practice in handling many words which contain other syllables without practice on those specific syllables as such. (See, for example, *Let's Travel On*, pages 86, 137, etc., and the Preparatory Book, pages 11, 25, 37, etc.). In these ways, provision is made for developing high competence in working out the recognition of unfamiliar words at the intermediate-grade level.

Supplementary practice and remedial work in word recognition

The plan for developing independence in word recognition in *The New Work-Play Books* has been so carefully organized that failure to develop the necessary skills should be rare among children who have followed the program from the first year. Pupils who have shown a marked deficiency in the various skills involved in independent word recognition should be given special instruction.

Most of such pupils can be taken care of by doing some additional work in accordance with the principles outlined above. The teacher may wish them to study the phonograms and syllables presented in the first four years (see page 28 of this Manual). If it is possible, it would be valuable to provide the child having difficulty in certain types of word analysis with the corresponding exercises in the Preparatory Book which accompanies the Fourth Reader, and in some cases the Preparatory Books which accompany the Third Reader or even the Second Reader. However, it is not essential that pupils having difficulties in word recognition be provided with the earlier Preparatory Books. If the teacher can discover the pupil's special difficulties and help him develop the right habits of attacking words, the pupil should be able to develop, in a relatively small number of practice periods, sufficient independence in word recognition to meet the needs of the fifth grade.

Before beginning extensive supplementary or remedial work in word recognition, the teacher should consider and determine the pupil's status in other phases of reading. Indeed, in the case of any pupil whose reading is deficient, the teacher should consider all phases of reading ability and all possible sources of difficulty discussed in the following and preceding sections.

For additional suggestions and devices for improving word recognition, the teacher is referred to *The Teaching of Reading: A Second Report, Thirty-Sixth Yearbook of the National Society for the Study of Education*, Public School Publishing Company, Bloomington, Illinois, 1937, pages 277-298; Arthur I. Gates, *Improvement of Reading (Revised)*, The Macmillan Company, 1935, pages 276-329; David H. Russell and others, *Reading Aids Through the Grades*, Bureau of Publications, Teachers College, Columbia University, New

York, 1938. *The Improvement of Reading* describes simple methods of diagnosing the difficulties of pupils in word recognition and word analysis.

3. INTRODUCING, ENRICHING, AND REVIEWING BASIC VOCABULARY

Introducing vocabulary

The Preparatory Book and the alternate preparatory activities introduce a large number of the most difficult or unusual *new* words before they are used in the corresponding Reader selection. By a *new* word is meant one which was not previously used in the basal material of the previous years' programs. The new words are introduced in an exercise in which the meaning is suggested by the content or thought of the printed text.

Enriching and reviewing vocabulary

Following the introduction, many of the new words are used again in other exercises which provide further experience in recognizing them and in reading them in context. These exercises are provided in *Let's Travel On*, in the Preparatory Book, and in the alternate preparatory activities. A wide variety of enriching and correlating exercises maintains the child's interest at a high level.

The Reader, the Preparatory Book, and the alternate preparatory activities contain a variety of word-meaning and vocabulary-developing exercises. Exercises in classifying words under different general meanings or classes, in selecting synonyms and opposites, in selecting definitions, etc. have been provided to develop the pupil's mastery and skill in the use of vocabulary.

Careful work is also done in the Preparatory Book and the alternate preparatory activities in the use of certain derived forms of words. Suggestions are incorporated in the Manual for the review of derivatives. In the third year, experiences are included which make use of the suffixes *s*, *es*, *ed* and of *ing*, *er*, *est*, *ly*, the changing of *y* to *i* with the addition of *es*, dropping the final *e* before adding suffixes, and the method of forming and use of various constructions. In the fifth year, the common prefixes and suffixes are reviewed and additional ones introduced.

It should be noted that the various exercises mentioned above provide an obvious record of the child's success. The preparatory materials have been so arranged that by marking, underlining, number, etc., the pupil leaves a visible record of his reaction to each exercise. The teacher can tell at a glance how thorough the learning has been. Thus, it is possible with these exercises not only to obtain an idea of the pupil's general ability in reading, but to form detailed and specific decisions as to his particular skill in definite phases. She can, in the event of need, provide immediate explanations and experiences needed to enable the pupil to attain the desired degree of mastery. Thus, misunderstandings and difficulties are not permitted to continue, and serious disabilities requiring extensive and expensive remedial treatment are avoided.

A test useful in diagnosing a pupil's word knowledge in comparison with his speed, accuracy, and level of comprehension in reading is contained in the *Gates Reading Survey for Grades 3-10*, published by the Bureau of Publications, Teachers College, Columbia University, New York City.

4. DEVELOPING GROWING ABILITY TO PHRASE AND TO READ BY THOUGHT UNITS

Rapid reading requires not only that the pupil be able to recognize a word quickly on the basis of its outstanding characteristics, but also that he be able to perceive several words in one glance or "eyeful" at each fixation pause, as the eye moves along the line of print, like a grasshopper, in a series of jumps and stops. Rapid and intelligent reading is fostered, moreover, by ability to perceive at each pause a group of words which make a natural thought unit rather than a group which contains words from two different units. Thus in reading the following sentence, perception of the words in the grouping in the third line is superior to those in the other two:

The / little / boy / is / going / to school.

The little / boy is/ going to/ school.

The little boy / is going / to school.

Since most pupils have developed considerable power in perceiving words in thought units before they enter the fifth grade, they will require no special exercises for this purpose. What they need is abundant experience in silent reading of materials interesting enough to engage their full attention and easy enough to permit rapid and accurate comprehension. They need also experiences in reading orally material familiar enough to enable them to give their attention to the thought and its expression. For both of these experiences, the course of *The New Work-Play Books* provides suitable materials and natural incentives.

Children who do not show satisfactory ability in reading by thought units are apt to show their difficulties in the following ways:

1. They are word-by-word readers in both silent and oral reading.
2. They make obvious errors in phrasing.
3. They have narrow eye-voice spans or eye-recognition spans — that is, they cannot “see” ahead of the words they are pronouncing in oral reading or recognizing in silent reading.
4. They are usually slow readers in silent reading.

The teacher can discover these difficulties by the use of the following methods:

1. The teacher may note the pupil's speed in silent reading. For this purpose she may use suitable pages from the Preparatory Book or the Reader.

2. The teacher should observe the pupil's phrasing and thought expression in oral reading.

3. The teacher should note the speed and accuracy with which the pupil can find phrases in the text which answer a question or solve a problem. Many of the exercises in the Preparatory Book involve this type of work. The teacher may use any of them in determining the child's speed.

4. The teacher should note the pupil's skill in reading at a glance the headings on a news sheet or a list of phrases on the blackboard.

5. The teacher may expose a series of phrases on cards and see how many the pupil can read in a single exposure. She may compare the results with those of other pupils.

6. The teacher should note the pupil's eye movements in silent reading. This can be done by watching his eyes while he is reading.

7. The teacher may expose phrases in a tachistoscope or on flash cards for about one-fifth second each. She may compare the pupils' success in reading them with the records of other children.

When the teacher has determined the particular difficulty which the pupil faces, she will wish to institute a program which will remove the stumbling block from his path. Various devices, such as the use of flash cards, tachistoscopes, and other rapid-exposure apparatus have been employed to develop ability to phrase and read by thought units. Little or no use of such devices is necessary with the materials in *The New Work-Play Books*. A retarded pupil may profit by a demonstration of how a person reads such units at a glance. The teacher herself can best demonstrate this skill by reading aloud to the pupils. The selection which she reads may be read from the book which the pupil is reading. In such an exercise, the material should be read twice. The first reading by the teacher shows the general pace for reading; the second time it is read she should indicate the thought units or phrases either by means of a pointer or through the inflection of the voice.

Some practice in reading materials at a distance is often helpful. The teacher can guide the pupil in glancing quickly at phrases placed on signs on the schoolroom walls, billboards, placards, or the blackboard. She should also encourage the pupils to read quickly the headings, phrases, or legends on pictures or signs seen in stores and elsewhere. However, it is not enough for the pupil to learn to read at a glance phrases exposed on charts, signs, etc. or shown with a rapid exposure apparatus. The pupil must also be able to read rapidly by thought units in long passages of everyday reading materials. To accomplish this the pupil should attempt to read at a glance the headings or subheadings found in supplementary readers, schoolbooks of different types, magazines, newspapers, etc. For the pupil who seems to have trouble transferring these skills to solid reading materials, the teacher may prepare special material. In such material each thought unit should be set off by a blank space, or alternate thought units may be underlined.

5. DEVELOPING GROWING INTEREST AND ABILITY IN ORAL READING

Importance of oral abilities

In the modern world ability to speak and to read orally is of great importance. The foundation of interest and ability in oral activities is laid in the primary grades and must be developed further in the intermediate grades. It is, therefore, important that the teacher provide an abundance of opportunities for speaking and reading orally and that she be careful to avoid practices which are detrimental to the development of these talents.

Foundations for oral activities

In the early work in the oral activities, the teacher must consider as the first stage development of the ability to talk without embarrassment to a group. The foundation for good oral reading should be begun through an early enjoyable and educative group of experiences in speaking, telling stories, and discussing problems and plans. The teacher's most important problem, therefore, is to accustom the child to talking with other children with perfect confidence and complete absence of tension or embarrassment.

Not until the pupil is fully confident before an audience should the first oral reading be undertaken. The teacher should realize that many pupils entering her fifth-grade classroom are really encountering a new audience. Some of them may be very tense about reading orally before an unfamiliar teacher and pupils. This first oral reading experience should be with material that the pupil has previously read silently and studied sufficiently, so that he can read it fairly rapidly without difficulty.

The first "sight" reading should be done with materials which, although the pupil has never seen them before, contain little or no new vocabulary. When sight materials are introduced in which there is new vocabulary, it is advisable to have the pupil glance briefly over the selection before he reads it orally. If he feels that he can read it satisfactorily, he may be permitted to do so. If he wishes assistance, he may obtain it before reading it aloud.

In connection with oral activities the teacher should be careful to avoid any practice which will cause tension or embarrassment on the

part of the pupil. She should not make an error in reading an occasion for correcting the pupil's difficulty in articulation. She should not insist upon the pupil's basing interpretation upon punctuation. She should be careful about attempting to speed up a pupil's oral reading. To force a pupil beyond his "speed" in a special situation may result in confusion. The teacher should be careful not to let the pupil remain "stalled" upon a word which he cannot recognize, even though this may be a familiar word. When the pupil is reading orally, the teacher should rarely, if ever, have the children in the class follow silently the selection which the child is reading. The teacher should exercise the greatest care in permitting the audience to pass judgment on, or make suggestions about, the pupil's oral reading.

6. DEVELOPING INTEREST IN VARIED AND DESIRABLE TYPES OF SILENT READING

Value of silent reading

The need and value of both recreatory and work-type silent reading are so apparent as to need little discussion. The teacher of the fifth-year period, however, should be particularly aware of the need for increasing skill in both types of silent reading, since at this level the pupil will be required to read extensively and efficiently in the content subjects.

Materials for developing desirable types of silent reading

The New Work-Play Books provide the following materials and experiences for developing desirable types of recreatory and work-type silent reading:

1. Preparation is made in the Preparatory Book and in the alternate preparatory activities (for classes without Preparatory Books) for free reading of the corresponding Reader without undue interruption due to difficulties in word recognition.
2. The materials of the Reader are not confined to any one type of literature, but provide choice examples of the important kinds of children's literature to the end that the child is familiar with and equipped to explore the outstanding fields of children's literature.

3. The Preparatory Book and the alternate preparatory activities, as well as numerous exercises in the Reader, provide for developing the various important types of work-and-study reading activities; for example, reading and following detailed directions, reading to note main ideas, reading to note the order of events, reading to find the key sentences, reading to note details, reading to find particular information bearing on a question, reading to predict outcomes, reading to interpret pictures and maps, etc.

4. Exercises in the Preparatory Book, in the alternate preparatory activities, and in the Reader provide a carefully graded program of rereading, review reading, skimming, and selective reading of materials both in the Reader and in the Preparatory Book. Exercises in selecting main and subordinate ideas, outlining, summarizing, organizing evidence, etc. are also provided.

5. Provisions are made to enable the child to express ideas obtained in silent reading in a variety of interesting and purposeful ways.

As pointed out above, a major purpose of *The New Work-Play Books* is to induce the child to read widely in the various fields of literature. To this end, the teacher should have available as many as possible of the books to which reference is made in the Reader and in the Manual which accompanies the Reader. These books cover various levels of ability so that there will be additional reading on each broad center of interest appropriate to children of all levels of reading ability. In addition to having as many as possible of the books referred to in the Manual and the Reader, the teacher should make provision for a free reading period each day. The teacher will find it necessary to exercise some guidance of the children so that they will not attempt to read books that are too difficult for them. It is important that the pupil's experience in the free reading period be pleasant and enjoyable.

7. DEVELOPING THE OPTIMUM SPEED IN SILENT READING

Need for optimum speed

During the first two years little attention should be given to developing a high rate of reading. The problem in these periods is to develop the fundamental skills upon which speed depends. Accurate

and full comprehension at moderate speed is the fundamental aim of the early periods in reading. During the work of the third year, there are few demands for a high rate of reading. The child will be faced with demands for speed during the work of the fourth year. If, upon entering the fifth grade, the child has faulty reading habits, they should be eradicated promptly so that he will be equipped to meet the demands of the work of the remainder of the year. It has been recommended in the primary unit that the child's reading habits be observed early in the third and fourth years so that any improvements which are necessary can be made in an unhurried program and without resort to extreme remedial measures.

Factors contributing to optimum speed

The materials of *The New Work-Play Books* embody selections for the work of the first four years designed to develop all skills and abilities needed for accurate reading at as rapid a rate as is necessary. The following features of *The New Work-Play Books* are important means to this end:

1. The thoroughness with which basal words are introduced and reviewed. This leads to quick and accurate recognition of individual words.
2. The thoroughness with which skills in working out recognition and pronunciation of new words are developed makes possible quick perception of unfamiliar words.
3. Provision for developing ability of phrasing and of recognizing words in thought units forms a basis for quick and accurate perception.
4. The provision of exceptionally large amounts of reading material containing few or no serious vocabulary difficulties assists the child in learning to read at his optimum speed without being hampered with unfamiliar words.
5. The large amount of motivated rereading contributes greatly to the natural development of rapid reading and, in addition, makes possible the beginning of the development of skill in skimming for definite information in a selection.

Possible causes of difficulty

If, on entering the fifth grade, the child still fails to read at an optimum speed, the causes of failure usually are found to be due to the need of additional work in the types of exercises outlined in the previous paragraphs. This difficulty may be due to weaknesses in word-perception, incomplete mastery of an existing basal vocabulary, failure to learn to phrase properly, failure to perceive several words at a glance, or insufficient experience in reading materials free of word difficulties.

In addition, such failure to read at an optimum speed may not be due to any of the causes outlined above, but to the persistence of certain reading habits which children often establish in the early reading work, and which they usually drop without special teacher-assistance when their increasing skills and abilities render such habits unnecessary. Among these habits may be any of the following: (1) using the finger or pointer to lead the eye in reading; (2) definite articulation, either audible or inaudible during silent reading; (3) failure to recognize that increasing abilities permit a more rapid and fluent pace than that typical of early experiences in reading.

Testing speed of reading

If the child reads too slowly, it is obviously necessary to find the exact cause. However, before searching for the cause and prescribing the remedial treatment, the teacher should be very sure that the child really does read too slowly. She may investigate reading speed by using an informal test or giving a standardized test for determining rates of reading. For informal testing, the teacher may use any of the easy materials of *The New Work-Play Books*. It is difficult to define the particular speed of reading which should be expected of children entering the fifth grade. The speed will vary with the difficulty of the material, and what is a desirable rate for one child may be too fast or too slow for another. It is probably most advisable to determine by means of standardized tests the speed of reading of the members of the class.

Each of the eight chapters or units in the fifth-grade Preparatory Book begins with a test of rate of reading. If it seems desirable,

other pages in the Reader or Preparatory Book may be used for rate testing. In such a case, it is advisable to make up comprehension exercises like those which appear both in *Let's Travel On* and the Preparatory Book. A good plan is occasionally to use, for testing material, pages that have been previously read. In this way, the rate of reading easy and familiar material is determined.

The procedure for giving these tests is as outlined in the Daily Lesson Plans.

The following table gives the number of words per minute that is commonly accepted as average in silent reading of material appropriate to the grades indicated. But for reasons given above, such figures must not be interpreted too rigidly.

Grade Position	Words per Minute					
	End of Grade 3	Middle of Grade 4	End of Grade 4	Middle of Grade 5	End of Grade 5	Middle of Grade 6
Silent Reading.....	160	180	200	220	240	260

Rate and accuracy of reading material may be measured by using the "Rate Test" of the *Gates Reading Survey for Grades 3 to 10*. In the case of this test, scores become meaningful when compared with the norms provided for this particular material.

A more adequate test of speed and accuracy is obtained by using all the *Gates Silent Reading Tests*. This is due to the fact that children do not read all materials equally rapidly and well. This series tests four significant types of reading, as follows:

Type A. Reading to Appreciate the General Significance of a Paragraph.

Type B. Reading to Predict the Outcome of Given Events.

Type C. Reading to Understand Precise Directions.

Type D. Reading to Note Significant Details.¹

¹ All the above tests are published by the Bureau of Publications, Teachers' College, Columbia University, New York City.

Each test provides three scores: (1) number of exercises read (attempted); (2) number of exercises correct; and (3) percentage of exercises correct. The first represents speed of reading, the second speed of accurate reading, and the third the fullness or accuracy of comprehension.

Diagnostic and remedial work

In attempting to diagnose difficulties, the teacher may use a standardized diagnostic inventory such as that described in Arthur I. Gates, *The Improvement of Reading (Revised)*, The Macmillan Company, 1935, or informal methods.

If informal methods of diagnosis are used, the teacher may find the following suggestions of value:

1. The teacher should investigate the child's ability to phrase or to perceive words comprising thought units at a glance.

2. If the child is not successful in phrasing and reading by thought units, the teacher should investigate the range and the accuracy of his reading vocabulary. This may best be done by having the child read material in the early pages of the Fifth Reader, or selections from the latter part of the Fourth Reader, *Let's Look Around*. As the pupil reads orally, the teacher should note the number of words with which he has difficulty. The test may be supplemented by having the child attempt to read a number of isolated words selected from the Fourth Reader which he has studied. If he fails to recognize a large number, one cause of his slow reading is indicated.

3. If the pupil's reading vocabulary is small, the teacher should observe his methods of working out the pronunciation and meaning of new words. If his skill in word analysis is weak, further work along this line is recommended. If he is fairly skillful in word analysis, it is likely that the previous reading program has not sufficiently emphasized the mastery of words. The child may have done too little free reading or had too little review of words, with the result that his recognition is often slow and uncertain.

4. If the pupil does not seem retarded in perception of thought units, in phrasing, in vocabulary recognition, or in word analysis, it is probable that the slow rate of reading is due merely to his having

formed the habit of reading slowly and being unaware of the power which increased skill and ability in reading would give him. For such a child, it is usually only necessary to make it clear to him that he can easily read faster and to encourage him to do so. Timed exercises may sometimes be used to advantage. In such an exercise, the child is asked to read as rapidly as he can without losing the thought, while the teacher records the required time. In this way the teacher can compute the number of words the child reads per minute. Pupils enjoy this type of exercise, and after some work, a definite improvement in the rate of reading usually appears. The speed test materials included in the first part of each unit in the Preparatory Book will be excellent for this purpose.

If the pupil's difficulty is due to leading his eye by pointing with his finger to the words, the teacher may often solve the problem by telling him that he does not need to do this and asking him to drop this technique.

If the difficulty seems to be due to silent or audible pronunciation of the word, it can usually be corrected by work of the type suggested for the child who merely reads slowly from habit.

When the difficulty is due to a lack of the development of ability to phrase and to read by thought units, the suggestions given in Section 4 of this chapter may be followed.

For pupils who have not developed sufficient ability to work out independently the recognition and pronunciation of new words, it is suggested (since these children have probably not used *The New Work-Play Books* in the previous years) that considerable work be done with the materials for the third- and fourth-year programs, particularly the Preparatory Books. The Preparatory Books are advantageous, for they contain exercises for developing the necessary skills for successful recognition and pronunciation of new words.

In the case of the child whose rate of reading is low and who seems to be insufficiently skilled in a number of the abilities contributing to an optimum rate of reading, the teacher must consider the possibility that the child's deficiency is due to a relatively low intelligence or to general educational backwardness, rather than to any specific difficulties in the reading processes. If possible, the Stanford-Binet

test should be given to these pupils. Group intelligence tests which involve reading are not suitable for this purpose, since the score depends considerably upon the reading ability. If the child's Mental Age is very low for the grade level, it will be difficult for the teacher to bring him up to the level of the group by instruction in reading alone.

If the child's Mental Age is high or comparable to that of the group, but his educational background has been poor, continued work by the teacher in improving his reading will usually increase his educational interest and ability, which in turn will result in continued improvement in reading.

8. IMPROVING ACCURACY OF COMPREHENSION

During the fifth grade the child should be able to comprehend the material in *Let's Travel On* with a considerable degree of accuracy. After having read a selection, he should understand and remember the main points. The child whose comprehension is low — that is, the pupil who reports inaccurately, uncomprehendingly, or both, the content of what he has read — merits special attention if he is to be adequately prepared for extensive work in other subjects. Needless to say, the degree of accuracy or fullness desired will vary for different materials and different purposes.

Accuracy of comprehension is tested, together with speed, by the test units with which each unit in the fifth-grade Preparatory Book begins. *The Gates Silent Reading Tests, Grades 3 to 8* and the *Gates Reading Survey, Grades 3 to 10* yield standardized measures of accuracy. (See preceding section on speed of reading.)

Low accuracy and incompleteness of comprehension may be caused by the difficulties which result in a slow rate of reading — a small reading vocabulary, difficulty in recognizing previously studied words or in working out the pronunciation and meaning of new words, inability to phrase well, inability to grasp words in thought units, or a habitually slow rate of reading. Methods suggested in the preceding section of this Manual will serve to increase the child's accuracy and fullness of comprehension.

In addition, difficulties in comprehension may result from the fact that the child's reading in the first four grades may have taken place

without realization of how thoroughly typical selections should be comprehended. Such a child lacks adequate standards of accuracy, or at least inability to adopt the degree of accuracy needed for specific reading tasks.

Sometimes defects in comprehension are due to the child's belief that he should remember every detail. Such children overwhelm themselves with details and are unable, so to speak, to "see the forest because of the trees." Other children may content themselves with a very superficial understanding of what they have read. One of the most satisfactory ways of lessening these defects is to provide the child with clearcut, definite checks upon his comprehension and recall. (The teacher should note the large number of comprehension exercises incorporated in *Let's Travel On*, in the Preparatory Book, and in the alternative preparatory activities.) With some guidance from the teacher, pupils following a program of definite checks upon comprehension will soon be able to reach a satisfactory level of accuracy and fullness of understanding.

Defects in comprehension may be caused by failure to make sufficient use of the materials after they have been read. This type of defect may best be overcome by constant re-use of materials, as suggested in the Daily Lesson Plans, and in persistent use of reading material as a means of leading forward to various activities, such as planning a play, making illustrations related to the topic, construction of scenery, etc. — all of which demand attentive reading and full comprehension and often cause extensive rereading.

Children sometimes have difficulty in comprehension because their attention is too largely absorbed in the mechanics of reading. Such pupils show excessive zeal for accurate articulation, for fluency in oral reading, and for speed in silent reading. For these children reading has unfortunately become a form of motor gymnastics in which too little attention is given to thought or interpretation. While it is true that children must master certain skills and abilities involved in the mechanics of reading, the introduction and development of such skills should occur only when needed and to the extent necessary, and should not interfere with the interpretive and broader aspects of the reading process.

9. IMPROVING THE LEVEL, OR POWER, OF COMPREHENSION

Some pupils may be found whose comprehension is reasonably accurate when they read materials of a lower level of difficulty, but who are unable to read satisfactorily materials of a higher level. The problem of determining the degree of complexity a particular child should be able to comprehend is, unfortunately, a difficult one. In general, pupils of higher intellectual levels and pupils who have enjoyed a wide range and variety of experiences should be able to understand more advanced material than those of lower intellectual levels and more limited experiences. It is apparent that if the teacher knows the Mental Age of the child, as determined from some such tests as the Stanford-Binet, she has some indication of the possible results that she may expect from the child. If his Mental Age is higher than the average Mental Age of the children entering the fifth grade, he should be able to read with profit and enjoyment materials of higher than fifth-grade level. If, in addition to a higher than average Mental Age, his experiences have been particularly rich, the teacher should expect somewhat more of him than if his past life had been rather meager in experience. As no definite or simple rule can be stated for meeting the problem of determining the exact degree of difficulty in material suited to each child, the teacher must study the needs and abilities of the individual pupils and then select materials which best meet these needs.

A Level of Comprehension Test is included in the *Gates Reading Survey for Grades 3 to 10*. To test level of comprehension informally, the teacher may use a series of typical selections from a carefully graded series of readers, beginning with a couple from the second grade and a couple from each grade up to the twelfth. Comprehension exercises should be prepared for each passage and when these are scored the pupils within a class may be compared. The teacher should note the highest grade level at which reasonably full and accurate comprehension is achieved by each pupil.

The pupil's level, or power, of understanding may be limited by the same factors which affect his speed and accuracy of comprehension: a narrow reading vocabulary; difficulties in word recognition, in

phrasing, and in perceiving words in thought units. Limitations in speed and in accuracy of understanding may also affect the level of comprehension. If a pupil appears unable to comprehend materials of as high a degree of complexity as his intelligence and experiences seem to warrant, his reading is probably affected by the factors listed above or by special difficulties for which remedial procedures should be undertaken.

Additional factors may contribute to failures to advance in level of comprehension. The child who reads little beyond school requirements may not progress satisfactorily. Depth and level of understanding are furthered by wide reading. The remedy for this limitation is to increase the child's interest in reading.

The pupil whose reading has been largely confined to one type of material is likely also to be handicapped. He may be competent in one particular field, but his deficiencies in the vocabulary and concepts of other important fields limit him when he attempts to read a representative range of materials.

Sometimes the difficulty is the result of the child's reading only books that are far below his level of comprehension. In this case the child should be helped to find reading materials on topics of greatest interest to him at his maturity level. These materials should gradually increase in complexity.

At the opposite extreme, the difficulty may sometimes be due to the fact that the child's voluntary reading has been restricted to very difficult books. If the pupil at some stage has been led to attempt to read books that are too far advanced, he may have become discouraged and ceased all reading except that required in the school. The child restricted to material too difficult for him often develops a habit of reading very superficially, noting only occasional easy points.

For pupils whose limitation is due to narrow reading, one type of reading material, use of very easy books, or restriction to extremely difficult books, it is of great importance to determine a suitable beginning reading level. This level should be one at which the pupil can read with full comprehension, but at which the material includes some new words and concepts so that growth may be stimulated.

Topics of special interest should be found, and encouragement and incentives should be provided for wide reading. As the pupil's power of comprehension increases, materials of advanced complexity and difficulty should be provided so that he moves on to higher levels, rather than reads indefinitely materials which do not exercise his growing ability. A precise adjustment to the optimum reading level of the bright child who reads poorly and the duller child who reads well is a task that requires real care and sagacity.

Sometimes a pupil has difficulty in comprehension because he has not learned how to make a thorough analysis of the content of a selection. His reading tends to remain on a superficial level. The remedy for this difficulty is to provide the pupil with comprehension exercises, problems, and projects to guide his reading, all of which should call for a thorough understanding of the problems and an able selection of the materials needed to solve them.

In some cases, poor comprehension level is due in large part to a meager reading vocabulary. In the *Gates Reading Survey* a vocabulary test is included to check this possibility. If the pupil's vocabulary grade score is lower than his level of comprehension score, work in vocabulary building is indicated as a means of increasing power of reading comprehension.

The teacher will sometimes find a pupil whose main difficulty seems to be that he "is simply not interested in reading." This is a most abnormal situation. Such lack of interest is usually due to some definite deficiency, such as any of those discussed above. The teacher can, therefore, effect a real cure only when she has found the cause and removed it. In many cases, however, after the teacher has made a thorough diagnosis and planned a definite remedial treatment, there still remains the problem of reviving the pupil's interest in reading. In such cases the teacher should find the areas of special interest to the pupil and use materials for her remedial procedure from them. It is as important to find some purpose and reason for reading as it is to find the suitable level of reading on which such a pupil should begin.

In general, when pupils are unable to comprehend fully materials of a suitable level of difficulty, the teacher will find that two important

considerations in remedial treatment are, first, the suitable levels of reading on which to begin and, second, important and varied purposes for reading. Setting up problems, finding purposes for which content may be used after it is read, delegating some unusual responsibility to a particular child, such as an important assignment for the class newspaper, etc. are suggestive of effective purposes for wide reading.

The teacher should keep in mind that whether she is attempting to overcome reading difficulties or is planning further growth in reading for children who are progressing satisfactorily, the learning process will continue most effectively if the reading materials are centered about areas of great interest and value to the pupils, such as the broad centers of interest upon which *The New Work-Play Books* are built.

10. CLASSIFYING AND GROUPING PUPILS

Methods of testing

As has been previously pointed out, *The New Work-Play Books* provide materials and suggestions which will enable the teacher to measure the child's ability and diagnose reading difficulties almost daily. It would be advisable, in addition, to give standardized tests once or twice during the year. One test might be given early in the year so that the results may be used in planning the program to meet the needs of individual children. The second test might be given four to six weeks before the end of the year so that sufficient time still remains to correct any difficulties which then appear and to prepare the child for the critical work of the sixth-grade period. Such tests as the *Gates Silent Reading Tests for Grades 3 to 8* and the *Gates Reading Survey* can be used advantageously. The use of such tests will enable the teacher to compare the child's attainments with standard norms, as well as to secure a comparison of growth in different phases and types of reading.

Methods of grouping

Most classes will include a wide range of reading ability. The extent and character of this range depend largely upon the method of promotion and classification employed by the school system. The

materials of *The New Work-Play Books* have been made adaptable to the common types of classification due to the fact that the materials and methods are largely pupil-teaching and the materials and activities fit a wide range of reading abilities and interests within the class. The materials provide a variety of review experiences for slower learners and at the same time include a large and varied program to meet the needs of the most rapid learners. For these reasons *The New Work-Play Books* can be used in all types of classes, from those in which the range of ability is rigidly restricted to those in which ability grouping is not the controlling factor of classification.

Regardless of the method of classification, a wide range of ability will persist in the typical class. A plan of subdividing the class for certain parts of the daily instruction is recommended. In this plan some of the time is spent in total class activities. *The New Work-Play Books* make this possible by adopting the unit, or topical, plan of organizing material and by relating various activities to the broad centers of interest of each unit. During other periods the class may be divided into a number of groups, varying from three to seven or eight pupils, the exact number in a group being determined by the size of the class, the range of ability, and other factors. By adopting a plan of subdividing a class, the teacher can work with one group during parts of each day. Indeed, the materials of *The New Work-Play Books* are so nearly pupil-teaching that the teacher will be free to spend considerable time each day working with individual children.

CHAPTER IV

METHODS OF PROCEDURE WITH READER AND PREPARATORY BOOK MATERIALS

1. METHODS OF USING THE PREPARATORY BOOK

Purposes of the Preparatory Book materials

The Preparatory Book serves, in general, three main purposes: (1) it provides preparation for the selections in the Reader by supplying background information, developing an interest in the topic, and introducing the new words; (2) it provides follow-up and review activities for the Reader selections in the form of comprehension exercises, problems in application or expression, and content for further reading; (3) in its provisions for (1) and (2), it provides materials so organized that they test as well as teach — in other words, it provides for frequent diagnosis of reading abilities and disabilities.

Procedures with the Preparatory Book materials

The Preparatory Book offers, in connection with each exercise, definite directions to the pupil which will enable him to work out the assignment without assistance except for the speed-testing exercises, in which he should have the teacher's supervision. The detailed Daily Lesson Plans in the Manual give the teacher the methods of procedure in this case and provide also additional suggestions for correlated class discussions, further reading, and other activities in relation to the Preparatory Book exercises. In most cases, the procedure in using the Preparatory Book materials should be as follows:

1. The teacher may state the page on which the pupils are to work, mention the topic and purpose of the exercise, and offer such

further introductory remarks as she considers advisable. Since, in most cases, the directions in the Preparatory Book are sufficient, the teacher may, if she desires, merely tell the pupils to go ahead from the point at which they stopped the last time.

2. The pupils read the Preparatory Book lesson silently. On occasions, if it is desirable for some reason, this reading may be oral, but it is more natural and educative to have the reading done silently. As soon as each individual is ready, he may work out the exercise.
3. The pupils and teacher discuss and correct the exercise. Uncertainties and disagreements during the discussion provide natural incentives for rereading the material.
4. The pupils, with or without the co-operation of the teacher, may use the content of the selection as the inspiration for further related reading, discussion, dramatization, excursions, artistic enterprises, and other projects in the same manner as that in which the follow-up activities are conducted for the Reader selections.
5. The pupils then read the assignment in the Reader for which the Preparatory Book lessons are a preparation.

The Preparatory Book itself gives all the information needed by the teacher about its use except certain suggestions concerning methods of correcting the exercises and ways of using them as objective tests of ability.

Correcting the Preparatory Book exercises

Nearly every page of the Preparatory Book contains questions and exercises which may be corrected and given a numerical value. Unless otherwise stated, the score should be the number of answers correct. It is not intended, however, that, in all these cases, the Preparatory Book exercises should be treated as examinations. It is of utmost importance that the teacher avoid permitting the correction and discussion of the exercises to degenerate to mere routine. The exercises may be evaluated and used in the following ways:

1. The completed exercises, one at a time, may be read silently by all members of the class and then orally by individual pupils,

and the choice of response indicated by a show of hands. By means of discussion, the pupils are brought to appreciate the correct response.

2. The same as (1), except that one pupil tells what he thinks is the right answer, and the other pupils express agreement or disagreement.
3. The teacher may read the correct answers or indicate them by showing a corrected page or by placing the answers on the blackboard. Pupils whose answers are correct may help those pupils, if any, who have difficulty correcting their exercises.
4. The pupils, after completing their exercises, may exchange books and correct each other's work. Later they may discuss their agreements and disagreements.
5. The pupils may correct their exercises individually by comparing them with a "key" page filled out correctly by the teacher, or by comparing their responses one with another. This practice often leads to useful discussions of differences in opinion and to a rereading of the selection for purposes of verification.

Using the Preparatory Book materials as tests of speed and accuracy

The Preparatory Book contains material which may be used for periodic objective tests of speed and accuracy of reading. A method of determining and recording the speed of reading is discussed in this Manual on pages 38-41, and pages 91-94 of the Preparatory Book explain the methods of scoring speed in words read per minute, of determining the percentage of accuracy, and of recording and making a graphic record of both speed and accuracy. Such a record is a useful history of progress for the pupil. It should not only be used by his present teacher, but also kept for teachers in later grades.

Tactfulness in testing

It is highly inadvisable to discuss before the class the relative abilities of different pupils. It is especially unwise to bring to the attention of the class or even of the children concerned the relatively poor showing of the least able pupils. They need encouragement, not discouragement. They should have help with their particular

difficulties, never ridicule. They deserve especially optimistic assistance rather than criticism or publicity that may make them feel resentful or inferior. Low scores are invitations to the teacher to ascertain particular difficulties and provide effective corrective instruction. Suggestions are made in this Manual for providing additional assistance and experience for those pupils whose progress is relatively slow.

In general, it should be understood that the experiences with the Preparatory Book materials are not to be formal, rigid, and unexpanded. On the contrary, the experiences should, as a rule, be as full of pleasant and profitable discussion, unhampered by time controls and other limitations, as is the work with the Reader selections. Above all, the teacher must avoid introducing into the activities with the Preparatory Book the tense and exacting spirit of an examination. The reading of the Preparatory Book selections should lead on to the most free and fruitful discussions and to dramatic, artistic, constructive, exploratory, and other activities. That it should do this is among its primary purposes.

2. PROCEDURES FOR CLASSES WITHOUT PREPARATORY BOOKS

Three possible methods

When Preparatory Books are not available for every child, the materials may be used in one or more of the following ways:

1. A small number of Preparatory Books may be provided, and the pupils permitted to read the material from them in turn. Directions may be carried out on the blackboard.
2. The teacher may have one copy and she or various pupils may read the material orally, and the class may discuss it, answer questions about it, write sentences or make drawings related to it, etc.
3. In many cases, the material may be written on the blackboard in whole or part and used as a class exercise with individual responses.

The detailed Daily Lesson Plans give specific suggestions for utilizing all the various types of material in the Preparatory Book.

Additional practice material

The Preparatory Book materials and suitable supplementary reading will take care of the needs of all save exceptionally slow pupils. For further supplementary work for the latter pupils, it is recommended that the teacher take the types of exercises in the Preparatory Book as a model and construct others of the same sort.

The less able readers should be helped to find additional reading material which is related to the topic being pursued, and which offers a minimum difficulty. This may often be material of a lower-grade level. Exercises made up by the teacher to test comprehension and to encourage rapid rereading of these selections will be helpful. The value of the comprehension exercises is that seeking the correction of errors is a natural incentive for rereading; and rereading is, of course, easier than first reading. Rereading of the Preparatory Book, the Reader, and other materials, when naturally induced and not tiresome, is of great value.

3. PROCEDURES WITH THE READER SELECTIONS

After the preparatory activities are completed, the Reader selection is taken up. The procedure, in which the exact order of the steps may be varied, is suggested below.

Introducing the selection

The first step is to introduce the Reader selection in such a way as to indicate its content and arouse interest in it. The introduction may include one or more of the following procedures:

1. Recalling some activity or point of interest in the Preparatory Book which relates to the selection.
2. Calling attention to the illustrations and leading from them to the story.
3. Asking questions which the story will answer.
4. Indicating important facts to look for.
5. Telling the pupils of possible follow-up activities which the selection will make possible.

The abler the pupils, the less introductory work of this type they will need. Many pupils will prefer to begin reading the story without

any preparatory discussion. In such cases, they should be allowed to do this unless there is some point which the teacher feels it is important to make in advance.

Silent reading of the selection

Once the selection is introduced, the pupils should be permitted to read it silently without comments or instruction from the teacher except as individual pupils may ask for assistance or information. The pupil should be permitted to read the story exactly as his parents would take up a book and read a short story in it. In the program of *The New Work-Play Books* this free, uninterrupted reading for pleasure and profit is made more probable by the advance preparation provided.

It is very important that the pupil's reading in the Reader should be natural and undisturbed.

With very slow pupils and with those who have had limited preparation with the Preparatory Book or similar materials, the teacher may find it necessary to take up the long selections one unit at a time and to give more help than would otherwise be needed. In general, however, it is better to do more preparatory work of the type given in the Preparatory Book than to let the children struggle unduly with difficulties and interruptions during the reading. Only by being ready for what he reads can the child get the sense of freedom in reading that is important to his enjoyment of the activity and to his advancement in reading ability.

Oral discussion

Following the silent reading of the story, a general discussion, informal in character, about the episode or the situations revealed may be started. The teacher may first find it advisable to encourage the discussion somewhat by asking questions about the more important facts or events in the story. The suggestions for related reading are also a fruitful topic for oral discussion at this time. In most cases, it is advisable to let the pupils do the comprehension exercises before starting the discussion. The other exercises may be taken later. It is desirable, however, that the discussion follow the lines of the great-

est interest to the group, and that the pupils learn gradually to start and maintain it themselves.

In other words, it is desirable that the discussion be conducted by the group, of which the teacher is an important member. She should not dominate the discussion, but should encourage and guide it into worthwhile channels by careful suggestions, questions, and comments. These discussions will sometimes provide incentives for rereading the selection. They should also stimulate interest in reading related material along the same line. This is important. The silent reading of matter related to a point under discussion may be followed by oral reading, since the point under discussion is one in which the group is presumably interested.

4. FOLLOW-UP ACTIVITIES

Following the silent reading and class discussion, follow-up activities should be encouraged. These follow-up activities may be linguistic, artistic, dramatic, constructive, or exploratory, or a combination of several of these types. The Preparatory Book in many instances provides activities suited to the selection. The Reader suggests others. The Daily Lesson Plans give many detailed suggestions. A few general suggestions are offered at this point.

Linguistic follow-up activities

Oral reading of the story as a whole or of parts of it may be done after the pupils have become familiar with it from silent reading and are likely to have few, if any, difficulties with word recognition and understanding. It is desirable that the oral reading should be conducted so as to give the pupil experiences in telling a story by reading it to others who may be interested. It would, of course, be better for the pupils to read the story to persons who have not heard it, to some other child, to the parents, or to a group of friends, exactly as their fathers would read to other members of the family group some choice bit of literature which they had run across. While this is not always possible in the schoolroom, the teacher may herself often act the part of the interested audience. The pupils should be encouraged to read to her the things that greatly interest them exactly as if she

had never heard the story before. She should, after hearing the pupil read the story, discuss with him or with the class some of the characters or events that figure in it.

Further reading of supplementary materials is an outcome of the greatest importance for which adequate provision and shrewd encouragement should be provided, as will be pointed out later in this chapter.

Other linguistic activities, such as further discussion, the writing of letters and compositions, the wording of posters, and the like should be encouraged. The Reader provides suggestions and directions for some activities of these types, and the Daily Lesson Plans contain suggestions for others.

Some stories, moreover, lend themselves to oral rereading because of their humor or dramatic content, and some poems because of their rhythm. An audience situation sometimes can be secured by giving a child a chance to read to bring out qualities which may not appear so clearly in silent reading. A good device is to have the children reread selections over a microphone in a make-believe broadcast or over a homemade broadcasting apparatus to another class or members of the same class in another room.

Dramatic follow-up activities

Follow-up activities of a dramatic nature are usually linguistic, but it seems advisable to consider them under a separate heading. In the case of a number of the stories, events and characters are portrayed which the pupils may like to dramatize. In many cases, the pupils' interests will lead them to draw pictures for "movies" or to make up play materials and arrange scenes by the aid of which they can re-enact a story they have enjoyed. This active form of expression of interest in the story is to be encouraged. The teacher may find it desirable at first to take the initiative during the planning of dramatizations, but gradually she should try to get the pupils to take the lead themselves. She will then act as one member of the group and help as seems most advisable. In some cases, the pupils may develop quite elaborate plans for writing, staging, and acting a play based on one of the Reader selections.

Artistic follow-up activities

After some experience with the materials of *The New Work-Play Books*, it will be found that pupils will develop spontaneously an interest in giving artistic expression to ideas aroused by the story. They should be encouraged to use this form of expression. The blackboard, the bulletin board, crayons, paper, and other material should be placed at their disposal. While spontaneity should be encouraged, the pupils should have such directions, guidance, and encouragement as will influence them to show growth in their illustrative efforts. The illustrations in the Reader have been planned for the dual purpose of cultivating an interest in genuinely artistic expression and of enriching the meaningful and imaginative elements of the selections. The teacher should encourage an extension of the pupils' artistic interests.

Constructive and exploratory activities

In many cases, the discussion following the silent reading of a selection in the Reader may lead to the formation of a plan for some constructive or exploratory project. It is needless to say that these plans, whenever feasible, should be encouraged. The Reader and Preparatory Book are arranged, moreover, to stimulate and sustain a number of possible projects closely related to the theme. The Manual suggests others. The teacher will be enabled to give tactful suggestions concerning the choice of activities of these types, where several are possible, and should encourage her pupils to elect and carry out such related lines of action as fit most naturally and most zestfully into their school life.

5. SUPPLEMENTARY SILENT AND ORAL READING

Selecting supplementary reading materials

While supplementary reading is a follow-up activity of the linguistic type, its importance warrants giving it separate and special consideration. After reading a selection in the Reader, the pupils may become interested in reading materials related to the general theme of the selection, possibly in connection with some follow-up project. The

teacher should strive to have on hand books, magazines, and other printed materials related to the themes treated in the course and sufficiently limited in vocabulary to permit free reading without too great a risk of influencing pupils to develop and practice undesirable reading habits. If the school contains a separate library room, the teacher in charge should select and display, or at least make easily available, all the materials bearing on the topic being pursued at the time.

Directing choices

By observing the work of pupils in supplementary reading at different stages, the teacher can arrive at a rough classification on the basis of difficulty of the materials at her disposal. While the pupil should be given freedom to choose the selections that make the greatest appeal to him, it will be advisable, especially in the early stages of reading, to direct his choice to those materials which do not offer excessive difficulty. The Daily Lesson Plans, which appear later in the Manual, offer in connection with each unit, titles of carefully selected materials for supplementary reading. The teacher should remember that some of her pupils will be able to read sixth-grade, seventh-grade, or even higher-grade materials. They should be permitted to do so and encouraged to report what they have read to others who are unable to read such difficult material.

Requirements for oral reading

The first step in developing effective oral reading is the planning of genuine audience situations. Such a situation includes: (1) persons who are interested and willing to listen, and (2) a reader with good material which the listeners have not heard. The pupil who proposes to read to an audience should know that he ought to be prepared in the following ways:

1. He should be able to select good material for reading.
2. He should be prepared to read it effectively. This requires, at least, that
 - a. He should be thoroughly familiar with the ideas to be expressed.

- b. He should have mastered the pronunciation and meaning of the difficult words.
- c. He should be able to read clearly with a pleasing tone of voice and with suitable expression.

The real test of the pupil's oral reading is the degree to which he succeeds in interesting his audience. Except in the case of very sensitive readers, the audience may be permitted to express themselves freely, though courteously — to ask the pupil to read more loudly, more slowly, more distinctly, more naturally, to repeat or define a word or phrase, etc.

The teacher's function in oral reading

In the main, the teacher's function in connection with oral reading is as follows:

1. To provide incentives, i.e., audience situations.
2. To help the pupil find materials suited to the audience.
3. To help the pupil prepare himself to read effectively.
4. To exercise influence, as needed, upon the reaction of the audience.

Providing audience situations

The less artificial the audience situation, the more effective it will be. A common interest in a topic, as stated above, provides many incentives. Pupils should be encouraged to search newspapers, magazines, reference books, etc., as well as storybooks for materials bearing on any general theme which the class may, at the time, be considering. They should also be rewarded for writing stories, verse, rhymes, invitations, announcements, suggestions, and other material especially for the group by being given opportunity to read these to the group. The teacher should provide special occasions for reading and reports. Hours may be set aside for book reviews and reports, for the oral reading of poems, songs, original compositions, current-event items, etc.

Helping pupils to find material

After the pupils have completed any selection in the reading course, the teacher should suggest possible sources of material and encourage

independent research in connection with the topic just considered. In some cases, she will give hints to individual pupils concerning particular sources of material suitable for reading to the class. The Daily Lesson Plans suggest titles of suitable books. Other sources, especially current publications, reference books, etc., may be suggested. The teacher should try to guide the pupil's reading so that he will read additional material rather than material that is practically the same as in the original selection. Thus she will help him to cover the topic more fully and will also provide more opportunities for oral reading. It is important to remember, as has been stated earlier, that some pupils in the fifth grade can read sixth-grade or even higher-grade materials, whereas the slowest pupils may profit best by reading materials of fourth- or third-grade difficulty.

Helping pupils prepare

Pupils should not be forced to read before an audience without preparation. Even experienced public speakers and actors are loath to do this. Indeed, one of the causes of artificial and ineffective oral reading among school children is the embarrassment and tension caused by the older type of instruction which required pupils to read to the class materials on which they were inadequately prepared. The panic which descends upon many adults when they are called upon to read or speak before an audience probably had its origin, in some cases, in old-fashioned oral reading lessons and "public speaking" sessions. It is of utmost importance that such distressing experiences be avoided.

The remedy is to have the reader well prepared and the audience so mentally adjusted as to be sympathetic and helpful. Timid pupils and poor readers should be familiar with their material and should carefully rehearse the reading in private before appearing before the class. Pronunciation, inflection, and other elements of speech may be dealt with most effectively by the teacher in private. Even then, it is advisable to say little about them until the pupil is quite familiar with the selection, lest attention to them distract the pupil too much from the thought and result in a reading which, although mechanically correct in details, lacks naturalness and spontaneity. If speech

difficulties are many or serious, it is much better to correct them in special lessons than during an oral reading period.

Helping influence reactions of the audience

One of the most important factors in the oral reading situation is the reaction of the audience. A severely critical or hostile or indifferent or ridiculing audience can upset even a very experienced performer. A sympathetic and appreciative audience, on the other hand, may be a help and inspiration. Approval and encouragement from the audience are powerful incentives. The teacher should educate and manage the audience as well as the performer. She should try to develop an *esprit de corps* of helpfulness and appreciation, which is critical only constructively and which shuns ridiculing or otherwise embarrassing the pupil who is trying to do his best.

6. READING AND MEMORIZING POETRY

Treatment of the poems in the Reader

The Reader contains a number of attractive poems, many of which are printed on especially illustrated pages. The pupils should be given every opportunity and incentive to enjoy these. The pupils should usually be permitted to read them silently at first and orally at their leisure. A poem should never be used as the basis of a formal group recitation or as an examination in reading or pronunciation. Enjoying a poem and taking a public examination are two things that do not go together. The teacher or a pupil who reads verse well may do so before the group, and a discussion of the ideas and images contained in or suggested by the poem may follow. The discussion should be so directed as to emphasize the features which appeal to children and which stimulate youthful imagination. Thus introduced, it may lead to very fruitful activities in memorizing the verses under consideration, composing original poems, looking up poems to read to the class, and in developing artistic and dramatic expression.

Memorizing poetry

It is unwise to force children to memorize poems against their will. The authors have tried to secure poems that are likely to make a

strong appeal to the children's interest, and it is to be expected that most of the pupils will, of their own initiative, learn many of them in the course of time. The best type of memorizing is that which occurs unintentionally as a result of the pupil's enjoyment of the poem in the various uses to which it has been put in oral reading, dramatization, and other activities. The teacher should not think of any poem as the basis of a "lesson" in the mechanics of reading or as something that *must* be learned by heart.

Some "Don'ts" to observe in teaching poetry

In teaching poetry, the teacher should be careful not to —

1. Make the work formal and exacting.
2. Impose adult standards of understanding and appreciation.
3. Repress genuine, even if unusual, tastes and preferences.
4. Overemphasize the formal aspects of expression.
5. Carry analysis beyond the degree which contributes to appreciation.
6. Insist upon memorization.

Some suggested procedures with poetry

The following indicate a few desirable practices in the treatment of poems:

1. Read to pupils at suitable opportunities poems other than those in the Reader for their appreciation.
2. After the initial reading, encourage pupils to join with the teacher as she reads or says the poem. Later the pupils may read the poem together without the teacher. Many poems are effective read in chorus, and children usually enjoy this type of reading.
3. Encourage pupils to write and recite nonsense rhymes, jingles, etc., as well as more formal types of verse.
4. Encourage the collecting of poems and the making of booklets in which poems are pasted (or written) and accompanied by illustrations.
5. Encourage pupils to find or draw pictures to illustrate poems read in class.

6. Encourage pleasurable memorizing by providing incentives for repeating poems in part; for example, by asking for part of a poem which answers a given question, or goes well with a given illustration, or would be suitable for a stated purpose, etc.
7. Encourage the dramatization of story poems.
8. Encourage the making of a Class Book of Verse with, possibly, some poems on the topic of each unit in the Reader.

Poems for reading to and by fifth-grade pupils

A suggestive list of poems suitable for use with pupils in the fifth grade is given in Appendix III, pages 296-297. It should be realized that many beautiful poems have no one grade at which they are exclusively useful. This means that poems suitable for enjoyment by primary-grade pupils are often appreciated equally by pupils in the fifth grade and even by adults. Furthermore, the range of reading ability and of interests among fifth-grade pupils is very wide. A very wide range and variety of poems, therefore, should be made available to every class.

CHAPTER V

COLLATERAL AND SUPPLEMENTARY READING ACTIVITIES

1. DEVELOPING ABILITY TO READ BOOKS OF MANY KINDS

Importance of learning to do many types of reading

The materials of *The New Work-Play Books* provide for the development of the basal interests and ability needed in a wide variety of reading situations. The course is designed, moreover, to provide natural incentives for reading many kinds of books (histories, geographies, reference books, storybooks, books of verse, etc.), periodicals, and other materials in exploring topics related to activities initiated in the reading classwork. It is organized also to develop an interest in wide independent reading. As far as possible, the materials of *The New Work-Play Books* provide guidance in the use of these other reading materials.

The fact remains, nevertheless, that the teacher should do much to guide the pupil in developing a sound interest and skill in the reading done in relation to other school subjects and activities. It is not enough for the pupil to become a proficient reader in the reading class alone. He should carry over and adapt the basal techniques here developed to the reading tasks and opportunities encountered in other schoolwork and in his home life. He should learn how to use various types of books and how to meet many types of reading needs. In this section, suggestions for further training are briefly outlined.

2. SUGGESTIONS FOR FURTHER INSTRUCTION IN THE USE OF BOOKS

Abbreviations, guides to pronunciation, etc.

Practices vary considerably in the method and time of introducing abbreviations, prefixes, and suffixes and the meaning of various symbols employed in many dictionaries, such as the hyphen for cer-

tain syllabic divisions and various diacritical marks. In many schools such facts are introduced in the spelling rather than in the reading class. Many teachers prefer to explain these facts in response to individual needs or as occasions require. Such information is most effective when introduced as a response to a practical need. But knowledge essential to the pupil's advancement should not be left to chance. *Whenever the pupil's search for information will clearly be furthered by his knowing certain forms or symbols, a lesson on these should be given.* On page 86 of *Let's Travel On* a simple lesson on the accent mark is given, and pages 230 and 314 develop the use of diacritical marks for long and short vowels. Guide words, diacritical marks, etc. are explained on page 453, the first page of the "Short Dictionary."

Reference books

Careful instruction in the use of reference books should be provided. It is not possible to include all the essential instruction on this topic in the Preparatory Book or Reader, for the reason that it must be applied to the particular books available in a school. The variety of such books in use is so great that no one book is sure to be found in every school. The teacher should encourage the children to use such works as *The Book of Knowledge*,¹ *Compton's Pictured Encyclopedia*,² *The World Book*,³ etc. (A more extended list of junior encyclopedias is given on pages 36-37 of *Let's Travel On*.) In connection with the follow-up work in reading, as well as in relation to other subjects, such books on science, history, geography, plays and games, etc. as are available should be encouraged. When such a book is first introduced, the teacher should explain its features, such as the title page, table of contents, index, glossary, chapter and paragraph headings, references, footnotes, etc. A visit to the public library to examine such reference books for children as are available will be helpful.

The program of *The New Work-Play Books* is organized to encourage wide reading over a period of time on one topic. Each unit pro-

¹ The Grolier Society.

³ F. E. Compton & Co.

² W. F. Quarrie & Co.

vides ample opportunities for the use of various sorts of reference books, magazines, and other publications. The teacher may with an average class give instruction in the location and use of such reference books as are available in connection with the first unit of work and should review and extend this instruction with each succeeding unit.

The following are suggestions which, expanded, shortened, or otherwise adapted in relation to the particular children, topic, and books under consideration, may be helpfully used:

1. *Using an Encyclopedia for Young People.*¹ First notice the number of books in the set. Each book is called a "Volume." How many volumes are there? Take down Volume 1. Open it at the first page, the title page. Who is the author or editor? Write his name. Do you suppose he wrote all this encyclopedia by himself, or do you think he had helpers? By whom is this encyclopedia published? It is important to know the date on which such a book was published. You will then know how recent is the information you are reading. Some information may have been changed by the discovery of new facts since the book was written. You will find the date when the book was published given on the copyright page. This is almost always the page that follows the title page. Articles on the very latest discoveries will not be in an encyclopedia. Why? You must look in magazines and newspapers for such information. What is the date of publication of the book you are reading? The date on the title page — if there is a date there — tells in what year the book you are looking at was printed, but the copyright date is the important one to look for, because it tells when the book was *first* printed.

The word "Index" is printed on the back of one of the volumes. What is the number of this volume? What is the index for? Take down the index volume and look for the letter "R" in the index. Find the word "Robin." What are the page numbers on which you will find something about robins? Now let us see if we can find the article about robins. (It will, of course, be advisable to substitute some topic of immediate interest.)

Look up the word "Rodents" in the index. What is the page

¹ See also *Let's Travel On*, pages 260-261.

number on which you will find information about the beaver? Let us see if we can find it.

You may now read the articles on robins or rodents (or some topic of current interest). Take down one volume at a time and turn immediately to the page you want. Make a list of any details you found in the encyclopedia that were not in your reading book.

2. *Finding References.* When someone tells you to look up information in a certain book, he is "referring" you to this book. When he gives you a definite subject to look for and tells you the page on which it will be found, he has given you a "reference." It will help you in studying if you can find quickly any references that your teacher may give you. Sometimes one book gives a reference to another, and you will need to look up that, too.

Try to find these references in the encyclopedia. Read the article quickly, keeping in mind the things you are to look for. When you have found the answers, write them down in as few words as possible.

I¹

The article on "The Dog" is in Volume IV, beginning on page 1986. Look for these things in this article.

1. Foods that a dog should not have.
2. How often dogs should be bathed.
3. What to do when your dog is sick.
4. The names of three dogs that work.

II

The article on "The Cat" is in Volume III, beginning on page 1234. Look for these things in this article.

1. The names of three members of the cat family.
2. Where the term "pussy" came from.
3. The chief value of cats.
4. How cats use their whiskers.

3. *Preparing a Speech.* If you have found some interesting material about a topic which your class is studying, it would be fine to

¹ The references given in I and II are to *The World Book Encyclopedia*, 1939.

tell them about it. The class will be glad to hear you if you can give your talk well. This is easy to do if you are well prepared beforehand.

First of all, choose a subject which interests you and which you think will interest most of the class. If it is the sort of topic you can look up in an encyclopedia, start by finding out what the encyclopedia has to say. Write down the name of the book you are using and the volume and page number on which you find your material. Then, if anyone thinks what you say in your speech is not correct, you can tell him exactly where you got your information. Glance quickly over the article to find the most important topics. Make these the main headings of an outline. Now read each topic carefully, choosing the most interesting details concerning it. Set these down briefly under each of the main headings.

If you don't find what you want in an encyclopedia, consult a good book that has an article on your subject. If you need more details, look for a whole book on your subject. Use the table of contents and the index of the whole book to help you find what you want. (This suggestion may involve teaching the pupils how to find materials in the card index, etc. in the library. See suggestions later in this section.)

3. DEVELOPING INTEREST AND ABILITY IN RECREATIONAL READING

Worthwhile recreational reading

A primary objective of *The New Work-Play Books* is to foster in young people a love for reading, to improve their taste for literature, and to give them the skills which make wide reading possible and enjoyable. To accomplish these major purposes, *The New Work-Play Books* were developed to introduce the pupils to the best examples of all the important types of literature, to help them learn to read these selections with maximum enjoyment while teaching them the techniques essential to effective, trouble-free reading, and to give them the titles of other similarly delightful selections varying in length from short to full book size. References to the titles of other selections will be found in the following places:

(1) In notes to the pupil following nearly every selection in the Reader.

(2) In notes for the teacher in the introductory section of the Daily Lesson Plans in this Manual for each unit in the Reader.

(3) In Appendix II, in this Manual, entitled "Additional Books for Supplementary or Leisure Reading."

(4) In Appendix III, in this Manual, entitled "Books of Poetry Suitable for Use with Fifth-Grade Classes."

(5) In Appendix IV, in this Manual, entitled "Magazines for Pupils of the Intermediate Grades."

The teacher should become as familiar as possible with the books and materials in these lists. She should also keep posted on new books as they appear. Reviews and descriptions available in the reports of the American Library Association and other agencies should be regularly read. One of the most important of the teacher's functions is to be an intelligent guide in the choice of books by individual pupils. She should know what books are most suitable in level and content for each pupil and she should be skilled in recommending such books in ways that appeal without giving the impression of dictating choices or assigning reading chores.

Another responsibility of the teacher is that of making as many of the desirable books as possible readily available to the pupils. The best place to have them is right at hand. Generously supplied and well located bookshelves and reading tables in the classroom are incentives *par excellence*. An attractive and well-supplied school library — properly used — is the next best facility. If these two types of facilities are not entirely adequate, the teacher should make the most strenuous efforts to secure books from public libraries, visiting library services, private loan services, private (home) libraries or bookshelves, and in other ways. Easy access to the best literature is absolutely essential to the cultivation of good taste in the reading of literature.

No basal reading program or no combination of basal readers and supplementary readers alone is sufficient to enable pupils to learn to love reading. The basal reading books give the pupils the basal equipment of interests and skills, but they cannot possibly supply the full flowering of the habit of reading with enthusiasm. Much, much more reading material is necessary, and the school should assist as

far as possible in providing it. Unless it does so, reading as a joyful life project may wither away after it has been given a healthy first growth in the basal program.

It is not enough that an abundance of choice literature be physically easily available. The pupils must also have abundant opportunity to read *under the proper circumstances*. They must have time. The school must schedule generous allotments of time for "free" or "leisure" reading. These periods should be long and frequent. The teacher must assume responsibility for helping pupils to learn to make constructive use of such "free" periods. The school should assume responsibility also for encouraging parents to provide time — materials also where possible — for recreatory reading in the home. Plenty of time, free from other distractions, must somehow be provided if zest for reading is to be given full opportunity to flower.

The method and spirit employed for the reading periods are quite as important as other features. The joy of reading can be killed by poor management of the leisure reading periods at home or at school. It is of utmost importance, of course, that each pupil be supplied with materials of suitable difficulty and character. But it is equally important that generous — very generous — provision be made for uninterrupted, absolutely *free* reading for the jolly good fun of it and no questions asked.

An error to be avoided is overteaching in connection with recreational reading. For children, as for adults, the fun of reading may be spoiled by interferences and interruptions. Too obvious supervision or too many questions may chill a youngster's ardor for reading. Merely requiring a pupil to tell what he liked best and why, to write a summary or review, to recall the names of characters, etc. may put a cloud over the whole period of reading. To require the child to do comprehension exercises or make an outline may make a study period out of what might have been sheer recreation. In general, it is a serious error to assume that these reading periods should be conducted like the activities in the basal program. In the latter, questions and discussions, motivated rereadings, etc. are necessary means of diagnosing and developing the techniques which make reading efficient and zestful, but they must not be used too much. For most children,

they are used sufficiently in the basal program, and pupils are therefore able to read freely during the recreational periods. It is especially important that they read merely "for the fun of it and no questions asked" in the field of general literature — short stories and longer fiction, the drama, poetry, and various "popular" materials, such as historical narratives, travel, adventure, biography, popular science, etc.

In the above suggestions there is no intention to suggest that children be discouraged if they wish to report to the teacher or other persons what they have read, what they liked, etc.; on the contrary, opportunities and encouragement for each to report should be provided.

Magazines and newspapers

Marked advances have been made in the last decade, both in the quality and quantity of magazines, newspapers, and other periodicals for children in the intermediate grades. An important part of the reading program in these grades should be the cultivation of interest in and ability to read these materials with enjoyment. The schools should provide as many of these periodicals as possible. In many instances parents are willing to subscribe for some of them if they know about them. It will be highly desirable to have a file of some of these periodicals in the schoolroom. In the case of a number of the publications, valuable suggestions are contained within the material itself for increasing interest and ability in their use. These should be used with the cautions suggested in the preceding paragraphs lest their use become a formal assignment which spoils the fun of the reading. A select list of such periodicals appears in Appendix IV.

Use of the library

If the school contains a library, the teacher in charge should co-operate with the pupils in finding materials related to their reading topics and projects and to other interests. In the fifth grade it is usually advisable to teach the pupils how to use the card catalogue, book lists, and announcements; where to find displays of new books, how the books are arranged, etc. Suitable descriptions and reviews

of books, especially reviews by children of similar age to those in the class should be made available. At this time the pupils may be taught how to prepare reviews or impressions of books they have read. This is an excellent skimming practice. These reports may be made available for other pupils either orally or in writing. In brief, fifth-grade children should be introduced to all the facilities and privileges of the ordinary school library. If a public library is accessible, it should be visited, as has been suggested earlier.

The teacher may keep in a loose-leaf notebook a file of the reviews of books written by her present class and by previous classes. This should be placed where the pupils will have convenient access to it. If there are typewriters in the school, the pupils could type their reviews before they are filed. If there is a school newspaper, or a class newspaper, one section might be devoted to book reviews, library notices of new books, etc.

Encouraging pupils and parents to secure books for children

Several studies have shown that mere accessibility of good books in the home is an important factor in determining children's interests and tastes in reading. If the home does not provide suitable books, children cannot enjoy and profit by reading during their free time in the household. Over a period of years, pupils living in homes which provide both books and opportunities to read them are likely to show greater gain in reading taste and power than those whose homes are barren of both. The teacher, whenever possible, should attempt to help parents make arrangements for meeting reading needs in the home. The possibilities of borrowing books from the school and other community libraries, of organizing neighborhood clubs for circulating books, and of purchasing books individually or in groups should be explained. The merits of such organizations as the Junior Literary Guild should be pointed out. The Junior Literary Guild, under the editorship of Helen Ferris, Mrs. Franklin D. Roosevelt, Mrs. Sidonie Gruenberg, Angelo Patri, and a corps of able assistants, operates a very intelligent "book-of-the-month" club plan for boys and girls. It selects and distributes splendid books for several classes of children, such as (1) boys and girls 6, 7, and 8 years old; (2) boys and girls 9,

10, and 11 years old; (3) girls 12-16 years old; and (4) boys 12-16 years old, together with monthly descriptions and reviews of other recent books for children and youth of these ages.¹ The pride of ownership, itself, is a factor contributing to enthusiasm for good reading. It should be made possible early in a child's life.

4. DEVELOPING VARIOUS READING AND STUDY TECHNIQUES IN COLLATERAL READING AND IN STUDY OF THE SCHOOL SUBJECTS

As stated earlier in this chapter, *The New Work-Play Books* are designed to develop the most important reading and study skills. The teacher must assist in carrying these abilities over to the reading of various subject matter fields and various kinds of books, such as school texts (which differ greatly in character); popular informative treatises; articles in various magazines, encyclopedias, etc. In this work fine discrimination is needed to judge when to let the pupils read freely by themselves and when to assist in analyzing the material and refining various reading and study skills. A certain amount of guidance is advisable in connection with the reading of texts in the other studies and reading various types of informative materials. The needs, however, differ greatly with individuals. It is important to judge accurately which pupils need special help and what kind they require.

As was pointed out in the preceding section, provision should be made for much reading of informative materials — history, science, travel, biography, etc. — which is entirely free of tests, comprehension exercises, and teaching of any sort. Unless such provision is generously made, pupils can hardly be expected to learn to enjoy reading such material.

5. EXERCISES FOR DEVELOPING VARIOUS READING SKILLS IN CONNECTION WITH COLLATERAL READING

In this section will be described briefly a number of types of exercises for use in guiding and developing various forms of understanding, organization, and use of materials read. Most of these and other

¹ The Junior Literary Guild, 9 Rockefeller Plaza, New York City.

forms will be found in full detail in the exercises in *Let's Travel On* and the accompanying Preparatory Book. From these suggestions, the teacher may develop materials to use in connection with various supplementary reading materials as required to meet the needs of individual pupils.

In schools which are departmentalized at this grade level, it is important that the teacher of reading secure the co-operation of other teachers in achieving the purposes outlined in the preceding paragraphs. The ill effects of conflicting types of suggestions and of failure to "carry over" skills developed in reading to the other subjects should be avoided by concerted action. The reading teacher should assume responsibility in her work for giving suggestions and providing experiences of value in the various subjects, and the subject matter teachers should, in their work, help diagnose and develop reading interests and abilities which are most effectively secured in these areas.

1. *Questions.* Questions may be asked concerning main or significant facts. It is advisable to avoid questions concerning trivial items. Questions requiring answers which can be reasoned from the facts given, but which are not answered definitely in the book are especially useful for cultivating alert and thoughtful reading. To help the pupils to discriminate between good questions and poor ones, give several questions on one point and ask the pupils to select the best one. The pupils themselves may write questions related to a selection or part of a selection and ask other pupils to answer them. The pupils answering should be permitted to object to an unsatisfactory question.

2. *Finding the Central Idea.* In a paragraph, often at or near the beginning, the writer usually puts a sentence which tells what the paragraph is about. This may be called a "key sentence." Older students would probably call it a "topic sentence." Skill in locating key sentences contributes to ability to outline, to select the central idea, to list items in sequence, to state questions answered by material, and to summarize.

Children may be given exercises first in finding the key sentence in one paragraph, then those in a group of paragraphs, and finally in

supplying a suitable title for a story — a key title, as it were. They may also be given practice in finding a specified number of important points in a selection. The “key sentence” device is useful in preparing notes for an oral presentation in many forms of linguistic activities.

3. *Recalling and Determining the Sequence of Events.* For practice in recalling and determining the sequence of events in a narrative they have read, the pupils may:

- a. Recall scenes in a familiar story in proper sequence.
- b. List disarranged sentences or topics in proper sequence.
- c. Develop plans for dramatizing a story.

4. *Predicting Outcomes Implied but Not Fully Given in the Material.* The competent reader is able to see (mentally) beyond the material he is reading. At least, he is able, after reading, to think beyond the content and foresee possible outcomes or next steps or logical consequences. This type of reading is of great importance and should be cultivated. It may be developed by interspersing questions or statements at well selected intervals in the text which request the pupil to predict the next step or issue. The pupil then checks his prediction by reading ahead. This type of exercise may be used in connection with many types of materials — fiction, informative selections, plays, etc.

5. *Deciding upon Relative Importance of Data.* For practice in deciding as to the relative importance of statements, the following exercises may be used:

- a. Select from a number of statements in a rather long paragraph the two or three that are most important, next most important, etc.
- b. List the most important points in an informational selection.

6. *Outlining.* The simplest method of developing an outline is by means of questions. As the pupils become more experienced, they will be able to supply some topics at least without the aid of questions. Teachers should carefully choose materials for outlining and provide a genuine incentive, such as making an outline to use in repeating a selection to the class or to use in planning to dramatize a story, etc.

- a. Three types of questions to use in developing topics:
 - (1) Questions concerning main points to bring out main topics.
 - (2) Detailed questions to bring out supporting details.
 - (3) Questions as to relative work of details mentioned to decide as to which shall be included.
- b. To teach the arrangement of an outline in proper form:
 - (1) List the most important points under the Roman numerals I, II, III, etc.
 - (2) Select the details that should come under I, II, etc. and number these A, B, C, etc.

7. *Summarizing.* Children should be encouraged to summarize by giving the main points in a paragraph or article; that is, by telling very briefly what the paragraph or selection contains. They should be led to reread in the interest of accuracy after they have written their summary. Class discussion of such summaries should be provided for.

The following types of summary should be given consideration:

- a. Summary of the main ideas in a selection.
- b. Summary of the things that interest the pupil most.
- c. Summary of the points relating to some question or topic.

8. *Validating Statements.* The pupils should be encouraged to look up in reference books and to seek from any reliable sources evidence of the truth or falsity of statements about which they are in doubt and which are of interest because of relationship to some topic under discussion.

9. *Selecting Valid Conclusions.* It is desirable that the children should learn to do the type of reading that is designed to encourage them to draw inferences or to argue a point with themselves. The right kind of question is probably the best means of stimulating thinking and the drawing of conclusions during reading. Such questions as the following are suggested:

- a. What would happen if . . . ?
- b. Under what conditions would you do so and so?
- c. What would you do if . . . ?
- d. What might cause you to change your opinion?
- e. What might have caused a different result?

The following are suitable procedures to use in giving the pupils practice in drawing valid conclusions:

- a. Solving a riddle.
- b. Classifying words.
- c. Making one word fit a description.
- d. Reasoning out an answer to a problem question.
- e. Reading widely to solve a problem.
- f. Guessing the ending of an unfinished story.

10. *Skimming and Scanning.* There should be much practice in skimming reading material rapidly to find out significant materials.

The following are examples:

- a. Skimming newspapers or magazines to find an article giving information related to some problem, and then scanning this article to find the answer to the problem.
- b. Rapid rereading to find material that answers a question, settles an argument, removes a doubt or uncertainty, etc.
- c. Skimming of indexes to locate a topic, and scanning of pages referred to.
- d. Skimming a reading assignment to find out what it is about, then reading it more slowly.
- e. Reading to find the answer to questions given in advance.

11. *Reading of Graphs.* The children may learn to read graphs such as those found in arithmetic, or graphs constructed to record their gain in weight and height, gain in speed of reading, number of books read per month, records of temperature, or other data of immediate interest. Let each child prepare one such graph or more and give opportunity for reading simple graphs. In arithmetic, give attention to the reading of graphs.

12. *Reading of Directions and Notices.* Modern life places increasingly exacting demands upon ability to read directions. Although it places special emphasis upon accuracy of understanding, speed is often highly rewarded. The reading of precise directions is probably the most exacting form of reading and requires the highest concentration. Due to the fact that oral teaching has been so highly cultivated in American schools, reading of directions is often under-

developed. The teacher should, therefore, give as many directions, especially interesting ones, as she conveniently can, in printed or written form instead of in oral form. Many announcements of interest and much instruction in school subjects and activities may be presented in written form.

13. *Visualizing.* In order to give practice to the imagination by visualizing, the pupils may:

- a. Describe scenes suggested in a story.
- b. Draw illustrations of episodes in a story.
- c. Find selections in a story to match pictures.
- d. Arrange or draw pictures to outline events in story, i.e., reproduce story in pictures.
- e. Convert story into dramatic form, planning acts and scenes and writing dialogue.
- f. Impersonate characters or dramatize episodes.

14. *Book Reviews.* Many children in the fifth grade will enjoy giving in oral form, or in writing, reviews of books and articles read. The written reports should be read to the class and exceptionally good ones may be circulated through the class either in the pupil's writing or in typewritten or mimeographed form. Many children will enjoy preparing an illustrated book review — an account illustrated with pictures drawn and colored by the pupil. Care must be exercised to avoid formal demands for book reviews and other reports. The work must not be permitted to degenerate into an uninspired chore.

6. DEVELOPING A MEANINGFUL VOCABULARY

The study of words

One of the objectives of *The New Work-Play Books* is to develop in the pupils a large vocabulary and a fine sense in the choice and use of words. The program seeks to achieve these ends primarily by the *intrinsic method*. That is, it seeks to make the development of a rich vocabulary a natural one and a necessary result of genuine language activities, rather than the outcome of artificial drills. Growth in vocabulary and word power is obtained by carefully selecting the vocabulary for the reading material, by providing content to give the

words life and meaning, and by providing for review and extension in significance of these words in realistic follow-up activities.

In all these exercises, the plan is to have activities in the use of the dictionary, encyclopedia, and other reference books, and consideration of the meanings and uses of words appear as a natural and reasonable extension of the exploration of a field of reading interest and not as a drill isolated from the substance of reading.

Exercises with words

Instead of offering the teacher merely a few general notes on vocabulary development in the Manual, the authors provide exercises and activities in detail in *Let's Travel On* and in the Preparatory Book. For slow pupils or for those few who have special vocabulary difficulties or weakness, the teacher may find it advisable to provide additional experiences in vocabulary development. Following are various types of word enrichment exercises which may be used:

1. Before the reading lesson begins, the teacher may scan the lesson for words that are likely to cause difficulty and write them on the blackboard in sentences that make the meaning as clear as possible. During their reading, pupils may refer to this list for the meaning of a difficult word.
2. The teacher may devise a sentence or paragraph leaving blank spaces to be filled in from a list of difficult words chosen from the reading lesson. This should follow a class discussion of the unfamiliar words. (See *Let's Travel On*, pages 57, 193, etc., and Preparatory Book, page 15, etc.)
3. Let the pupils make up sentences containing the more difficult words encountered in their reading.
4. Let the pupils say or underline the right word in such selection exercises as those in the Preparatory Book, pages 9, 14, etc.
5. Let the pupils match words with definitions in exercises like those in *Let's Travel On*, page 329 or in the Preparatory Book, pages 25, 31, etc.
6. Use word-definition games like those outlined in the Preparatory Book, pages 22, 37, etc.

7. Construct true and false statements based on the reading or on common information for the pupils to check.
8. Let the pupils add another word which means the same or nearly the same as the similar words in a given series, such as *loving, amiable, devoted*.
9. Find in a list of words two that are synonyms or two that are antonyms. (See pages 124, 206-7, etc. in *Let's Travel On*.)
10. Find a word that describes a picture or suggests the emotional tone or main idea of a paragraph.

Exercises should also be given in the recognition of words opposite in meaning. The following are examples:

11. Let each pupil make up two sentences, one containing some special word, and another sentence containing its opposite.
12. Fill a blank with a word that means the opposite of a word underlined in the same sentence, for example, "We like people who are kind much better than those who are —."

The pupils should also have practice with exercises that teach them to classify words according to meaning. The following are examples:

13. Cross out the word that does not belong in the list:
amiable, affectionate, friendly, kind, cruel, agreeable.
14. Tell which pair of words have similar and which different meanings:

<i>good</i>	<i>bad</i>
<i>amiable</i>	<i>affectionate</i>
<i>big</i>	<i>large</i>

15. Note homonyms — words that sound alike but have different meanings and spellings, such as *air, heir; wait, weight; hair, hare*.

CHAPTER VI

LESSON PLANS FOR UNIT I—

“FOUR-FOOTED FRIENDS”

Topic

The first unit of the fifth-grade course comprises pages 1-60 in *Let's Travel On* and pages 1-12 in the fifth-grade Preparatory Book. It consists of stories, poems, informational material, and various exercises all related to animals and animal life. Interest centers around the bear, the mountain goat, and the cat; but other animals, including insects and birds, figure in the reading materials. The selections not only meet a high standard of scientific accuracy but lead the pupils to a sympathetic understanding of animals and animal psychology.

Objectives

The major purpose of each unit in the entire program of *The New Work-Play Books* is to teach the child to read intelligently and to enjoy reading, but each unit has, in addition, several special purposes. One of the special purposes of Unit I in *Let's Travel On* is to arouse or increase interest in animal life and to provide incentives for further study along this line. A second purpose is to enable the teacher to analyze each pupil's reading ability at the outset of the fifth-grade work so that instruction may be adapted to individual needs. The tests of speed and comprehension which occur at the beginning of the unit (Preparatory Book pages 1 and 2) give an objective measure of two important phases of each pupil's reading achievement, and appraisals of other phases of reading ability should be made in connection with each of the exercises in the chapter. The teacher should note also the pupil's comprehension, enjoyment, and interest in relation to each of the Reader selections, thereby extending and refining her knowledge of his reading ability. The test on Preparatory Book

page 12 measures the pupil's comprehension and recall of the unit as a whole.

It is important to note that while the materials of this unit yield diagnostic information, they are designed to develop and exercise — as well as to test — reading skills. Among the types of reading which they are designed to foster are the following: reading informative and narrative material, reading verse, reading to follow directions, reading to note details, reading to answer specific questions, reading to secure background information, and reading to satisfy interest or extend information concerning a definite topic.

Incentives for rereading are offered by exercises in which the pupils reread a selection to draw independent conclusions, to select the main ideas, to locate passages which answer specific questions, and to reorganize information. Rereading for purposes such as these is an effective way of increasing speed and deepening comprehension.

Ability to deal with words is increased by means of exercises which require the pupils to discriminate among words and phrases of similar appearance, to make detailed examinations of words, to select synonyms, to use the dictionary, to divide words into syllables, to place accent marks, to note rhyming words, and to use familiar words in new context.

Practice in summarizing and outlining is given and appreciation of the importance of correct sequence is fostered. Skill in using the dictionary is developed by means of exercises which call attention to approximate location of words and the use of guide words.

Activities

Pupils enjoy reading if other activities are pursued in investigating the topic to which their reading relates. It is, therefore, advisable to take up a unit as part of a broad program of exploration, with the idea that the materials shall encourage the pupils to explore further in the field of which the particular selections are representative.

The pupils should be provided with much supplementary material related to the theme and also with abundant opportunities for expressing, in artistic, dramatic, constructive, linguistic, exploratory, and other activities, the knowledge they acquire. Their interests should

encourage them to pursue various activities connected with the topic at the time they are reading in their Reader.

In connection with the first unit, the pupils may make a co-operative classroom exhibit, showing pictures of animals (original drawings and paintings made by the pupils, photographs, pictures from magazines and newspaper rotogravure sections cut out and mounted, etc.); clay models of various animals; materials borrowed from homes, such as a tiger or bear skin, stuffed birds, part of an elephant's tusk, etc. Not only pictures of the animals themselves could be shown, but pictures and articles to show their way of living. If any of the children have built a dog house, woven a cat's basket, or made a bird house or a bird bath, these may be shown also. Though this unit is, in the Reader, entitled "Four-Footed Friends," the whole project might be extended to include birds and insects if this seems desirable.

Instead of having an extensive exhibit the pupils may prefer to plan for a program with songs, recitations, reading of compositions on various animals and phases of animal life, and possibly a short play prepared by the pupils.

The making of a class scrapbook about animals, with pictures, stories, and poems, would be an interesting and practical activity.

A study of pets may be appropriately made in connection with this unit. Topics which might be included in this study are: the strong and weak points of various types of pets; the care of pets; the appearance and qualities of breeds of dogs, cats, etc.; training a pet to do tricks. A pet store may be visited, and a veterinary or some other person interested in animals may be invited to talk to the class. A debate may be planned in which pupils state their reasons for considering a dog a better pet than a cat or vice versa. In some schools arrangements may be made for keeping pets, such as white mice or rats, guinea pigs, fish, or a bird, in the classroom. When this is possible, the pupils should be encouraged to observe interesting facts about the pet.

When conditions permit, the pupils may make field trips to observe animals, birds, and other wild life. Such trips may be merely informal outings or they may be serious investigations carefully planned and fully reported. The type of field trip made will be

determined by the interests of the pupils, the scientific training of the teacher, and local opportunities available.

A study of the conservation of bird and animal life may interest some pupils, especially if a sanctuary exists in the locality. Another phase of this study might be the gathering of information about restrictions on hunting and the purpose and effect of such restrictions.

The work of the Society for the Prevention of Cruelty to Animals may be investigated, and pupils may be interested in finding out how their state or community protects animals against abuse and cruelty.

Individual pupils may wish to learn more about some of the creatures which receive incidental treatment in the selections. Bees offer an interesting field for exploration, and it is sometimes possible to procure a glass-enclosed section of a beehive in which the insects may be observed at work.

It is important to encourage the children to do work on their own initiative as well as group work. Each pupil should undertake certain special investigations, such as visiting a library, a museum, a farm, or a zoo; writing stories, informational articles, or poems; drawing and painting pictures; seeking information from parents and other persons, etc. These individual investigations should be freely reported to the group.

A good plan is to make provision almost daily for oral reports. These occasions provide excellent opportunity for children to practice reading or speaking before a group. Timely stories and articles found in magazines, newspapers, and books afford effective means of cultivating ability in oral reading. In this way, what each child does encourages the others to be active and each helps to broaden the interests and experiences of the others. The group meeting under such a plan should provide for the most educative and interesting type of interaction: reading, telling, explaining, questioning, challenging, discussing, and otherwise expressing really thoughtful interest in the topic.

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Supplementary reading for the pupils

Since the pupils are to be engaged for some time on a common topic, books to be found in the school on this subject may be selected

for ready reference. A special effort should be made to have the books suggested in the paragraphs entitled "Some Books to Read" which occur at the end of each Reader selection.

If the school contains a library room, the librarian should be informed of the topic under consideration so that whatever is suitable may be made accessible to the pupils. The librarian's attention may be called to the list of books which follows this section of the Manual (pages 87-91) so that she may check it with the books on her shelves.

While the children are interested in gathering material, the person in charge of the library has an excellent opportunity to teach them where to find books, how to use them, where they are to be used, how to use the card catalogues, where to look for interesting announcements, etc.

Although all the pupils are in the same grade, they will probably show a wide range of reading ability. There are, for example, likely to be some pupils in a fifth-grade group who can read easily material of sixth- or seventh-grade level, or even more difficult material; others are likely to encounter trouble with advanced material; and others might find material of third- or fourth-grade difficulty more suitable and profitable. For this reason a collection of books for supplementary reading should include books of various levels of difficulty, and the pupils should be helped to choose those which they can read successfully. Such a procedure not only enables each pupil to read at the most appropriate level, but enables each to have something to contribute to the group which few if any have read.

Books for Children's Reading with Unit I

The easiest books — those of third- or fourth-grade difficulty — are marked (a); those of average fifth-grade difficulty are marked (b); those that are somewhat more difficult are marked (c).

The books listed here include the animal kingdom in general — not four-footed creatures only.

AUTHOR	TITLE	PUBLISHER
Beaty, John Y.	<i>The Baby Whale, Sharp Ears</i> (b).	Lippincott.
Bianco, Margery.	<i>All about Pets</i> (c). How to care for pets.	Macmillan.

AUTHOR	TITLE	PUBLISHER
Boulton, Rudyerd.	<i>Traveling with the Birds</i> (b-c). Bird migration.	Donohue.
Bronson, Wilfrid S.	<i>Paddlewings: The Penguin of Galapagos</i> (b-c).	Macmillan.
Burgess, Thornton W.	<i>The Burgess Animal Book for Children</i> (b-c).	Little.
Burgess, Thornton W.	<i>The Burgess Bird Book for Children</i> (b-c).	Little.
Burgess, Thornton W.	<i>Mother West Wind's Animal Friends</i> (b-c).	Little.
Burgess, Thornton W.	<i>Mother West Wind's Children</i> (b-c).	Little.
Burgess, Thornton W.	<i>Old Mother West Wind</i> (b).	Little.
Coatsworth, Elizabeth.	<i>The Cat and the Captain</i> (b).	Macmillan.
Coatsworth, Elizabeth.	<i>The Cat Who Went to Heaven</i> (c).	Macmillan.
Coatsworth, Elizabeth.	<i>Toutou in Bondage</i> (b-c). An unusual dog story.	Macmillan.
Colum, Padraic.	<i>The White Sparrow</i> (b).	Macmillan.
De la Ramée, Louise.	<i>A Dog of Flanders</i> (b-c):	Macmillan.
Desmond, Alice.	<i>The Lucky Llama</i> (b).	Macmillan.
Eberle, Irmengarde.	<i>Hop, Skip, and Fly</i> (b). Stories of small creatures — insects and reptiles.	Holiday.
Field, Rachel.	<i>Little Dog Toby</i> (a).	Macmillan.
Fogler, Doris, and Nicol, Nina.	<i>Rusty Pete of the Lazy A B</i> (b-c). Rusty Pete was a cow pony.	Macmillan.
Gall, A. C. and Crew, F. H.	<i>Flat Tail</i> (a-b). Story of a beaver.	Oxford.
Hader, Berta and Elmer.	<i>Cricket</i> (b). A circus pony.	Macmillan.
Hader, Berta and Elmer.	<i>Billy Butter</i> (b). A goat.	Macmillan.
Hader, Berta and Elmer.	<i>Midget and Bridget</i> (b). Two little burros.	Macmillan.
Harkness, Ruth.	<i>The Baby Giant Panda</i> (c).	Carriek.

AUTHOR	TITLE	PUBLISHER
Holling, Holling Clancy.	<i>Rocky Billy</i> (b-c).	Macmillan.
Lathrop, Dorothy.	<i>Hide and Go Seek</i> (b-c). About flying squirrels.	Macmillan. Harcourt.
Lattimore, Eleanor	<i>The Clever Cat</i> (a).	Macmillan.
Lord, I. E., ed.	<i>The Picture Book of Animals</i> (b-c). Wild and a few domestic animals.	Macmillan.
Lord, I. E., ed.	<i>The Second Picture Book of Animals</i> (b-c). Domestic and a few wild animals.	Macmillan.
Machetanz, Frederick.	<i>Panuck, Eskimo Sled Dog</i> (b).	Scribner.
Major, Charles.	<i>The Bears of Blue River</i> (b-c).	Macmillan.
McCoy, Neely.	<i>Tale of the Good Cat Jupie</i> (a).	Macmillan.
McCoy, Neely.	<i>Jupie Follows His Tale</i> (a).	Macmillan.
McCoy, Neely.	<i>Jupie and the Wise Old Owl</i> (a).	Macmillan.
Miller, Olive T.	<i>The Children's Book of Birds</i> (b).	Houghton.
Patch, Edith M.	<i>Bird Stories</i> (b-c).	Little.
Patch, Edith M.	<i>First Lessons in Nature Study</i> (b).	Macmillan.
Patch, Edith M.	<i>Holiday Hill</i> (b).	Macmillan.
Patch, Edith M.	<i>Holiday Meadow</i> (b).	Macmillan.
Patch, Edith M.	<i>Holiday Pond</i> (b).	Macmillan.
Patch, Edith M. and Fenton, Carroll L.	<i>Holiday Shore</i> (b). Books with factual stories of insects and animals.	Macmillan.
Patch, Edith M. and Fenton, Carroll L.	<i>Desert Neighbors</i> (b).	Macmillan.
	<i>Forest Neighbors</i> (b).	Macmillan.
	<i>Mountain Neighbors</i> (b). Three books about living creatures in various sections.	Macmillan.
	Factual.	Macmillan.
Sewell, Anna.	<i>Black Beauty</i> (b). About an English horse.	Rand.
Van Doren, Mark.	<i>Dick and Tom. Tales of Two Ponies</i> (b).	Macmillan.
Van Doren, Mark.	<i>Dick and Tom in Town</i> (b).	Macmillan.
Wells, Rhea.	<i>Coco the Goat</i> (a).	Doubleday.
Wells, Rhea.	<i>Zeke the Raccoon</i> (a).	Viking.

Poems for Use with Unit I

The numbers following each title indicate the books in which the poem may be found. For the related list of anthologies and collected poems, see Manual pages 296-297.

The poems listed include the animal kingdom in general — not four-footed creatures only.

Aldis, Dorothy.	The Grasshoppers 36
Aldis, Dorothy.	The New Pet (guinea pig) 1
Aldis, Dorothy.	Oh, Organ Monkey 1
Aldis, Dorothy.	The Story of the Baby Squirrel 1
Aldis, Dorothy.	Susie, the Milk Horse 1
Anonymous.	The Chickens 37, 38
Austin, Mary.	The Brown Bear 37, 40
Austin, Mary.	The Rocky Mountain Sheep 40
Bangs, John Kendrick.	My Dog 37, 40
Bergquist, Beatrice.	The Song of the Robin 35
Coatsworth, Elizabeth.	The Bad Kittens 40, 45
Coatsworth, Elizabeth.	The Rabbits' Song outside the Tavern 35, 46
Conkling, Hilda.	Mouse, 8, 36
Dearmer, Geoffrey.	Whale 36
Field, Rachel.	Something Told the Wild Geese 14
Field, Rachel.	To See-Saw (dog) 15
Frost, Robert.	The Runaway (colt) 40, 47
Herford, Oliver.	The Dog (as Seen by the Cat) 46
Herford, Oliver.	Kitten's Night Thoughts 36, 40
Hodgson, Ralph.	The Bells of Heaven (captive and hunted animals) 37, 44
Hodgson, Ralph.	Stupidity Street (birds) 35, 37, 44
Kipling, Rudyard.	The White Seal's Lullaby 20, 36, 38, 43
Lindsay, Vachel.	Dirge for a Righteous Kitten 35, 37
Lindsay, Vachel.	The Mysterious Cat 36, 37, 38, 40, 44
Link, Lenore M.	Holding Hands (elephant) 37
Lomax, John, Ed.	Whoopee Ti Yi Yo, Git Along, Little Dogies! (cowboy song about cattle driving) 40, 47
Longfellow, Henry W.	Paul Revere's Ride (horse) 41, 46
McLeod, Irene R.	Lone Dog 37, 40, 44
Miller, Mary Britton.	Cat 23, 35, 37
Miller, Mary Britton.	Elephant 23
Miller, Mary Britton.	Mountain Goat (in the zoo) 23
Miller, Mary Britton.	Mouse 23
Miller, Mary Britton.	Snow Birds 23
Miller, Mary Britton.	Tiger 23
Read, Thomas B.	Sheridan's Ride (horse) 41
Roberts, Elizabeth Madox.	Firefly 25, 35, 36, 37
Roberts, Elizabeth Madox.	The Woodpecker 36, 37
Rossetti, Christina.	When the Cows Come Home 26, 37, 38

Stephens, James.	Little Things (small hunted animals) 37, 40
Taylor, Bayard.	A Story for a Child (wolf) 41
Tennyson, Alfred.	The Owl 35, 37, 41, 43, 46
Thaxter, Celia.	The Sandpiper, 37, 40, 41
Welles, Winifred.	The Lucky Snail 33
Wynne, Annette.	Excuse Us, Animals in the Zoo 37

Selected Songs for Unit I

Among the other activities carried on in connection with each unit for purposes of enriching the work may be included the singing of songs related to the content or spirit of the topic. These songs may be sung by the group as a whole or by individuals or smaller groups. A list of songs suitable for each unit has been prepared by Miss Marian Flagg, Director of Music Education, Dallas Public Schools, Dallas, Texas. Each list includes the title and page of each suitable song found in five books. Following are the titles and publishers of the five books. Each is preceded by a series of letters which will be cited in the song list to indicate the source of each song:

U.F.S.	Universal Folk Songster, Florence Botsford, G. Schirmer, N. Y., 1937.
A.S.C.	American Songs for Children, Winthrop Palmer, Macmillan, N. Y., 1931.
N.A.S.B.	The New American Song Book, Marx & Anne Oberndorfer, Hall & McCreary, Chicago, 1933.
S.T.	Sing Together, Girl Scouts, 570 Lexington Ave., N. Y. C.
E.S.	Everybody Sing, Pauli Pioneer Corporation.

For Unit I the following songs are recommended:

Noah Did Build Himself an Ark	p. 3	A.S.C.
The Wedding of Miss Duck	p. 23	A.S.C.
Speed my Reindeer (Iceland)	p. 140	U.F.S.
Went up the Mountain (U.S.A.)	p. 48	U.F.S.
Ha, Ha, My Darlin' Chile (South Carolina)	p. 12	U.F.S.
Jack, Boy, Ho, Boy (Round)	p. 43	S.T.
Creole Lullaby (U.S.A.)	p. 32	A.S.C.

UNIT I—PART 1**A. PREPARATORY BOOK PAGES 1-4**

(PREPARATION FOR PAGES 1-19 OF "LET'S TRAVEL ON")

Pages 1-2**Objectives**

These pages give information about bears which will make the first selection in the Reader more interesting and more intelligible. They also constitute a test of speed and accuracy in reading, the results of which will give the teacher information about each pupil's reading ability. The exercise "Skim and Find" on page 2 gives the pupil practice in skimming through the material that has been read to find the answers to the questions.

Preparation

The teacher may distribute the Preparatory Books to the pupils and allow time for looking them over. She may give some idea of the kinds of material which the Preparatory Book contains.

In classes where the pupils are not equipped with individual copies of the Preparatory Book, the teacher may show her copy to the class and indicate some of the most interesting portions. Later each pupil may be allowed an opportunity to look over the Preparatory Book.

Procedure with Preparatory Books

Before taking the tests on pages 1-2, the pupils should read Preparatory Book pages 91-92. Directions for work with these pages are given on Manual page 284.

To give the speed test on page 1 the teacher should provide herself with a watch having a second hand. With the second hand on zero the teacher may say, "Begin." The pupils will then start to read the selection "North American Bears." At the end of each 10 seconds, while the pupils are reading, the teacher will write a number on the blackboard. At the end of the first 10 seconds she will write "1"; at the end of the second 10 seconds she will erase "1" and write "2," etc.

She will continue to write the numbers in this way until all pupils have finished reading.

As each pupil finishes reading, he will look at the blackboard and write at the bottom of page 1 the number which he sees on the blackboard. If, for instance, he has taken two minutes to read the selection, the number on the blackboard will be 12, and he will write 12 at the bottom of the page.

After recording this number, he will turn at once without further instructions from the teacher to Preparatory Book page 2 and answer the questions in the exercise "Which Is Right?" In answering these questions, he should not look back at the selection "North American Bears."

The teacher may decide whether the pupils are to do the exercise "Skim and Find" at this time or postpone this exercise until after the exercise "Which Is Right?" has been corrected. In doing "Skim and Find," the pupils may, if it seems desirable, first read orally and discuss the instructions and the questions. Each pupil may then work out his own answers and write them independently. Some classes will not need this preliminary oral work but may proceed at once to the silent reading and independent answering of the questions.

Procedure without Preparatory Books

For a test of speed and accuracy in reading the teacher may select from some book available to all the pupils a passage comparable in length and difficulty to the selection on Preparatory Book page 1. Before the test is given, she should count the words in the passage she has selected and prepare ten questions based upon it. These questions should be similar to "Which Is Right?" on Preparatory Book page 2. These questions should be written on the blackboard.

Before the pupils take this test, they should have work equivalent to that given by Preparatory Book pages 91-92. Directions for giving this work to classes without Preparatory Books will be found on Manual page 285. When this preliminary work has been completed, the pupils may take the test based on the material selected and prepared by the teacher in the manner directed above for classes which have individual copies of the Preparatory Book.

After the tests have been completed, pupils may take turns reading aloud from the teacher's copy the selection "North American Bears" on Preparatory Book page 1. The questions in the exercise "Which Is Right?" may be read aloud and answered orally or, if the teacher prefers, she may reproduce this exercise on the blackboard, and the pupils may write the answers on paper.

The questions in "Skim and Find" may be reproduced on the blackboard. The pupils may read and discuss these questions, referring to the teacher's Preparatory Book when necessary. Each pupil may write out his own answers to the questions.

Follow-up

After the tests have been completed, the pupils may exchange copies of the Preparatory Book (or test papers in the case of classes without Preparatory Books). "Which Is Right?" may then be read aloud, and the correct answer to each question indicated. The answers are:

- | | |
|--------------------|-----------------------------|
| 1. four | 6. Black |
| 2. Kadiak | 7. They do not climb trees. |
| 3. in the West | 8. fishing and hunting |
| 4. when cornered | 9. buffalo |
| 5. teeth and claws | 10. fast |

The marking may be done in any way the teacher chooses. A convenient way of marking is to place an x beside each incorrect or omitted answer. As the answers are read, the pupils should refer to the selection "North American Bears" to settle any questionable or disputed answers, and they may read aloud and discuss any passages which clarify the situation. Later, if it seems desirable, the entire selection "North American Bears" may be read aloud and discussed.

In classes without Preparatory Books a similar procedure should be followed with the material which was used for testing.

The pupils may read aloud and discuss their answers to the questions of the exercise "Skim and Find."

With most classes it will be advisable for the teacher to inspect the

Preparatory Books or the individual papers to appraise each pupil's ability to write correctly.

The pupils should enter the test results on the chart provided on Preparatory Book page 91. Directions for this work and suggestions for providing equivalent work in classes without Preparatory Books are given on Manual pages 284-285. Preparatory Book pages 93-94 (or equivalent work for classes without Preparatory Books) may be taken at this time or at some other convenient point in Unit I.

Further discussions about bears may follow the work with these pages. If a visit to the zoo is possible, plans for the trip may be made. The pupils may look for stories and pictures of bears.

Page 3

The selection on this page contributes further knowledge of bears and should increase the pupils' interest in these animals. It also provides experiences in careful comprehension of the details of informative material and a test of this ability.

Procedure with Preparatory Books

The pupils may read "A Boy and a Bear" silently and then do the comprehension exercises. The answers to the exercises may be considered in an oral discussion. The pupils may reread the selection in cases of doubt or disagreement. The teacher should give any help which is needed for solving difficulties with words. At fifth-grade level syllabication is one of the most effective techniques for working out difficult words and the teacher should help the pupils to use it. She should encourage them to attempt to determine the meaning of unfamiliar words from the context in which they appear. Among the words which might offer difficulty to a slow group are: *suspiciously, intently, approached, desperate, weapon, foothold*.

Procedure without Preparatory Books

The pupils may read aloud from the teacher's Preparatory Book the selection "A Boy and a Bear." They may write the answers to the comprehension exercises on paper. Words which require further practice may be listed on the blackboard after the reading. These words may be reread several times and used in sentences.

Follow-up

The answers to the comprehension exercises are:

- | | |
|-----------------|-------------------------|
| 1. in a boat | 5. within a few feet |
| 2. on the bank | 6. the fish |
| 3. suspiciously | 7. He grabbed for them. |
| 4. alarm | |

The pupils may have a period for telling other stories of adventure.

Page 4**Objectives**

This page provides "A Bear Puzzle," an exercise in studying word meanings and the details of word forms. It provides also an exercise with synonyms by means of which the pupils are introduced to words which will occur in a coming Reader selection.

Procedure with Preparatory Books

"A Bear Puzzle" may be done individually or co-operatively by the group. Suggested answers may be checked by referring to the Preparatory Book and by consulting a dictionary.

The exercise "synonyms" may be read silently and worked out independently by the pupils. They should be encouraged to use the dictionary in deciding upon their answers.

Procedure without Preparatory Books

The teacher may reproduce "A Bear Puzzle" on the blackboard. The pupils may copy the diagram on individual papers. They may work out the puzzle individually or co-operatively.

The teacher may reproduce on the blackboard the word lists in "Synonyms." She may read to the pupils from the Preparatory Book the directions for this exercise. The pupils may then write their answers on paper.

Follow-up

The answers to "A Bear Puzzle" are:

- | | |
|--------|----------|
| 1. cub | 3. Bruin |
| 2. fur | 4. climb |

5. honey
6. Polar
7. small

8. claws
9. Grizzly
10. hibernate

The synonyms in the second exercise are: cuffed — slapped, plump — fat, nose — nostrils, soil — earth, pulling — hauling, grief — sorrow, whimpering — crying, quietly — silently, glossy — shiny.

The pupils may read their answers aloud. They may find synonyms for the other words given in the lists. It is probable that they may become interested in starting individual lists of synonyms which they come across in reading.

B. "LET'S TRAVEL ON," PAGES 1-19

Pages 1-3

Objectives

The poem serves as an introduction to the unit and provides an opportunity for enjoyable reading of simple verse.

Preparation

Preparatory Book pages 1-4 should be completed before the pupils begin the reading of *Let's Travel On*.

The Readers should be distributed to the children and discussed. The pupils should have an opportunity to look through them in a general way and comment upon selections or illustrations which offer promise of interest. The teacher may point out the title *Let's Travel On*, the names of the authors, and the general organization of the book.

The pupils may observe that the first selections relate to bears, the animals which they have been reading about in the Preparatory Book.

Reading

The pupils may read the title of the unit on page 1 and look at the picture on page 2. They may read the poem on page 3 silently, and later the teacher and some of the better readers may read it aloud.

Follow-up

The pupils may discuss the poem and tell what they think of its veracity. The teacher may call attention to the phrase *honey tree* and ask the pupils to tell what it means. If they cannot do so, she may tell them that they will find out what a honey tree is when they have read the next story. The pupils may contrast foolish fear of animals with prudent behavior.

Pages 4-19**Objectives**

This story contains true information about bears and bees and much humor. It provides an opportunity both for enjoyable reading and for deriving an accurate factual knowledge from a narrative. It should develop further interest in bears and other wild animals.

Preparation

Preparatory Book pages 1-4 should be completed before this selection is read. The exercises on these Preparatory Book pages provide background information and preliminary experience with the vocabulary of the story.

The pupils may recall the phrase *honey tree* which was discussed after the reading of the preceding poem. They may glance through the story to note the illustrations and predict from them some of the events about which they will read.

Reading

The pupils may read the story silently. Average groups will be able to read the entire story without interruption. Slow groups may pause at the end of each section, discuss what they have read, and clear up vocabulary difficulties or misunderstandings of the content.

The pupils may read silently the exercises which follow the story "Some Books to Read," "Improve the Order," and "Things to Do." They may do the written work required by these exercises.

Follow-up

The pupils may skim through the story to note words which offer difficulty. These words may be put on the blackboard for study by

the class. The dictionary should be used whenever possible to help with these difficulties. The teacher should encourage syllabication as a technique for working out the pronunciation of words and the use of context for determining meanings. Words which might be suggested by the pupils for further study are: *mournful, fungi, horror, appetite, fringe, delicious, instantly, flourishing, presently, aroused, furiously, fiery, crouched, whining, rooted, revenge, crunched, plunged, daubed, waddled.*

To encourage literary appreciation the teacher may point out herself and have the pupils point out words and phrases which express thoughts interestingly. Phrases which might be used for this purpose are: *satisfied on this point, level head, as if planning to fly, a bear of prompt action.*

The numbers required in "Improve the Order" are: 8, 6, 1, 7, 3, 9, 2, 4, 10, 5. The pupils may read the sentences aloud in the proper order. They should note that in correct arrangement these sentences give an outline of the story, whereas they are meaningless when not read in order.

The answers to "Things to Do" are:

- | | |
|---------------------------|-------------------------|
| 1. bowl, hole, roll | 6. grief, thief, beef |
| 2. bump, lump, jump | 7. grip, ship, trip |
| 3. clung, stung, hung | 8. honey, funny, money |
| 4. crawl, fall, ball | 9. steep, deep, sleep |
| 5. crying, flying, trying | 10. stuff, rough, gruff |

The pupils may read their answers aloud and point out the common sound in each group of words. They should notice that similar sounds are not always spelled in the same way. They may experiment with other rhyming words.

They should begin the study of different kinds of bears suggested in Section 2 of "Things to Do."

They should be encouraged to do the related reading suggested in "Some Books to Read." Individual pupils may read aloud to the class from these and other books. The teacher may read to the class from "Children of the Wild" or some other appropriate book. The teacher's oral reading affords a valuable model to the pupils.

UNIT I—PART 2

A. PREPARATORY BOOK PAGES 5-7

(PREPARATION FOR PAGES 20-38 OF "LET'S TRAVEL ON")

Pages 5-6**Objectives**

These pages give information which will contribute to the understanding of the coming Reader selection and they should further the pupils' interest in learning about wild animals. They give practice in recall of details and in making a summary.

Procedure with Preparatory Books

The pupils may look at the picture on page 5 and describe in their own words the animals shown in this picture. After this discussion the pupils may read "Mountain Goats" silently and answer the questions on page 6.

They may read "A Summary" silently and orally. They may work out the summary orally before any writing is done. After this oral work each pupil may write his own summary. With most groups the summary should be the individual work of each pupil but with very slow groups it may be desirable for the class to work out together the exact statements to be written in the Preparatory Book.

Procedure without Preparatory Books

The teacher may show the pupils the illustration on Preparatory Book page 5 and encourage a discussion similar to that suggested above. Pupils may then take turns reading aloud from the teacher's Preparatory Book the selection "Mountain Goats." The teacher may copy on the blackboard the exercise on Preparatory Book page 6. The pupils may read this exercise silently and write their answers on paper.

The teacher may give verbally to the class the instructions included in "A Summary." The pupils may then take turns rereading from the teacher's Preparatory Book the paragraphs of "Mountain Goats."

After each paragraph has been read, each pupil may write a summary of it on a paper. With slow groups the summarizing statement may be dictated to the teacher by the group and written on the black-board.

Follow-up

The pupils may read aloud and discuss "Mountain Goats." They may read and mark their answers to the exercise on page 6, referring to the selection whenever necessary. The answers to this exercise are:

- | | |
|-------------------|------------------------|
| 1. goat-antelopes | 6. woolly underfur |
| 2. North America | 7. above his shoulders |
| 3. in climbing | 8. short |
| 4. white | 9. wild onions |
| 5. winter | 10. with horns |

With the teacher's help if necessary, the class should find on a map the region in which mountain goats live.

The pupils may read their summaries aloud. These summaries will vary in expression but the substance should be something like the following:

1. Mountain goats live in North America.
2. They resemble the antelope and the chamois.
3. Their coats are white.
4. They are about three feet high.
5. They have long hair and a short beard.
6. They have black horns and divided hoofs.
7. They live high up on mountain sides. They eat grass and other plants.
8. They protect themselves from enemies with their sharp horns.

Page 7

Objectives

This page gives the pupils techniques for efficient use of the dictionary and practice in looking up words.

Procedure with Preparatory Books

This page may be read orally first, and the class may work out the exercises together without writing. Later, each pupil may reread the page silently and write the required answers.

Procedure without Preparatory Books

The teacher may present verbally to the class the instructional portions of the exercises on this page. She may write on the black-board the words required for each exercise and the pupils may do the exercises on paper.

Follow-up

The pupils may reread the page orally and check their answers. Answers to "A Dictionary Lesson" are: mournful — 3, language — 2, blinked — 1, tumbling — 4, bounced — 1, wail — 4, slope — 4, echoes — 2, active — 1. The pupils may look up each of these words in the dictionary, pronounce it, and use it in a sentence.

Answers to the questions in "Guide Words" are:

Jutting and Lollipop

1. Adoniram and Bering Strait
2. Coral and Dinette
3. Forbidding and Gruffnuff
4. San Jose and Soggy

The pupils may compile lists of words to be looked up in the dictionary. They should be encouraged to refer to the dictionary whenever the occasion arises.

B. "LET'S TRAVEL ON," PAGES 20-38

Pages 20-38**Objectives**

This selection provides further reading about animals and an opportunity to acquire true information from the reading of an entertaining narrative. The exercises which follow the story give practice in locating material to answer specific questions and further training in the use of the dictionary.

Preparation

Preparatory Book pages 5-7 give background information for this selection and preliminary experience with vocabulary.

The pupils may look at the illustrations for this story and decide with what animal the story is concerned. The teacher may ask them, "Is Rocky Billy an appropriate name for a mountain goat?"

Reading

Because of its literary charm this story lends itself particularly well to oral reading. The pupils may read each section silently before reading it aloud. During the silent reading they should be encouraged to ask for help with any vocabulary which offers difficulty. The teacher should help them to realize that the oral reading will not be enjoyable if the reader stumbles over or mispronounces words. While one pupil is reading aloud, the books of the other pupils should remain closed, and the audience should give its undivided attention to the person who is reading.

The pupils may read aloud "Some Books to Read" and the books mentioned there should, if possible, be made available to them for reading at another time. They should be encouraged to add titles of other interesting books on animals of which they know.

The pupils may read silently and do "Find the Answer." They should also do the first exercise of "Things to Do." Exercise 2 in this section should serve as an incentive for gathering additional material related to mountain goats, and the pictures and information which the pupils obtain should be presented to the class in an oral discussion period.

Follow-up

The references required in "Find the Answer" are:

I

- | | |
|---------------------|---------------------|
| 1. Page 20 — par. 3 | 3. Page 24 — par. 6 |
| 2. Page 21 — par. 5 | 4. Page 25 — par. 5 |

II

- | | |
|---------------------|----------------------|
| 5. Page 29 — par. 2 | 8. Page 29 — par. 4 |
| 6. Page 29 — par. 3 | 9. Page 28 — par. 2 |
| 7. Page 28 — par. 3 | 10. Page 30 — par. 1 |

III

- | | |
|----------------------|----------------------|
| 11. Page 30 — par. 2 | 14. Page 31 — par. 2 |
| 12. Page 30 — par. 4 | 15. Page 35 — par. 3 |
| 13. Page 31 — par. 1 | |

The pupils may check their answers by reading aloud their page and paragraph references and the corresponding passages from the story.

The teacher may ask the pupils to point out words and phrases which are particularly pleasing. The following are some which the pupils may suggest: *He was woolly and he was wobbly* (page 20); *"Poor little kid," she said; and this was quite proper, because young goats are kids* (page 21); *One foot went up in front*, etc. (page 23); *The edge that watches the sky* (page 24); *The winds get so cold*, etc. (page 27).

The teacher may offer the following questions for discussion:

Does the author understand mountain goats?

Does he like the outdoors?

Did he make you see the scenery?

The statements about trees which are made in this selection may interest the children in observing the kinds of trees to be found in their own locality.

UNIT I — PART 3

A. PREPARATORY BOOK PAGES 8-11

(PREPARATION FOR PAGES 39-60 OF "LET'S TRAVEL ON")

Pages 8-9

Objectives

"A Cat History" introduces the animal which is to be considered next and gives background information for the reading of the coming

Reader selections. It is designed to develop skill in the reading of historical materials and to develop a historical sense. The exercise which follows the selection gives the pupil practice in recalling precise details. "Making an Outline" gives practice in selecting topic headings and important details.

Procedure with Preparatory Books

The pupils may read the selection silently and answer the questions independently. With slow pupils silent reading of the selection may be followed by oral reading and discussion, with the answering of the questions deferred until after the discussion. In either case pupils should be encouraged to answer the questions on page 9 without referring to "A Cat History."

In "Making an Outline" the pupils are to select the main points and important details of "A Cat History."

Procedure without Preparatory Books

The teacher may put on the blackboard the questions from Preparatory Book page 9. Pupils may take turns reading aloud "A Cat History," from the teacher's Preparatory Book. After this reading the blackboard questions may be read silently, and the answers written on paper.

Directions for "Making an Outline" may be read by the teacher. The pupils may make their outlines on paper and refer to "A Cat History" in the teacher's Preparatory Book.

Follow-up

The pupils may read aloud their answers to the questions on page 9. In connection with each answer the supporting passage from "A Cat History" may be read aloud. The answers to the exercise are:

- | | |
|-----------------|-------------|
| 1. short-haired | 6. manul |
| 2. cat's head | 7. goddess |
| 3. independent | 8. bodies |
| 4. Africa | 9. carvings |
| 5. long hair | 10. sacred |

Pupils should be encouraged to relate their own experiences with cats and to compare their knowledge of these animals with the statements made in the selection on page 8.

They may become interested in gathering information about different kinds of cats and in learning the best way of taking care of cats and other pets.

The pupils may read aloud and discuss their outlines of "A Cat History."

Page 10

Objectives

"Dinner in a Japanese Hotel" introduces the pupils to interesting customs of other lands. It makes possible better comprehension of the coming Reader selection, "The Artist and the Cat," the scene of which is laid in Japan. The exercise which follows the selection gives practice in summarizing and encourages the pupils to reread and reorganize.

Procedure with Preparatory Books

The pupils may read the selection silently and work out the exercise. They should be encouraged to make a rough draft of each sentence on a separate paper before writing in the Preparatory Book. With slow groups the selection may be read aloud and discussed before the pupils attempt to make the summary. It may even be desirable in such cases for the pupils to formulate the summary sentences orally before they write them.

Procedure without Preparatory Books

Pupils may take turns reading "Dinner in a Japanese Hotel" aloud from the teacher's Preparatory Book. After this first reading the selection may be reread one paragraph at a time, and the pupils may summarize each paragraph as it is read.

Follow-up

The pupils should read the summary aloud. The teacher should make no attempt to enforce uniformity of expression. The substances of paragraphs, briefly stated, are as follows:

1. In a Japanese hotel meals are served in your room.
2. Maids would set a little table in your room.
3. Rice and fish are common foods in Japan.
4. People in Japan drink wine and tea.
5. You take rice after each mouthful of other food.

The pupils may look for further information about Japan and report to the class.

Page 11

Objectives

These exercises continue the development in syllabication which was begun in the fourth grade. Since this skill is a most effective one for working out new words, the teacher should make sure that every pupil clearly understands the exercises on this page.

Procedure with Preparatory Books

The pupils may read these exercises aloud. Each word should be carefully pronounced. The teacher should help the pupils to hear the syllables. The children should be encouraged to use the dictionary as an aid to syllabication and meaning, and the pupils may use in sentences any words about which there is uncertainty. After the oral work is done, the pupils may do the written work independently.

Procedure without Preparatory Books

The teacher may put on the blackboard the words listed in the first exercise. She may then give verbally to the pupils the explanations and directions which are included in the Preparatory Book text. Oral work with these words may be similar to that suggested above for classes equipped with individual copies of the Preparatory Book. After the oral work the pupils may do the written work required by the Preparatory Book.

Follow-up

The pupils may read aloud their answers to the written exercise in "Syllables in Words."

The answers are:

One syllable — joy, bowed, strode, rim, screens, priest, calm, spray.

Two syllables — trembled, cutting, matting, humbly, image, bamboo.

Three syllables — alighted, daintily, pretending, contented.

For the correction of "Accents on Syllables" the teacher may put the following key on the blackboard:

a light'ed

bam boo'

con tent'ed

cut'ting

dain'ti ly

hum'bly

im'age

mat'ting

pre tend'ing

trem'bled

Pupils may then compare their work with the blackboard key.

If it seems necessary to clarify pronunciation or meaning, the words may be used again in sentences composed by the pupils.

B. "LET'S TRAVEL ON," PAGES 39-60

Pages 39-40

Objectives

This selection gives the pupils an opportunity to read a pleasant poem for enjoyment and in the course of doing so, to acquire further information about cats.

Preparation

Preparatory Book pages 8-11 should be completed before this section of the Reader is taken up.

Reading

The pupils may read the poem silently. The teacher or one of the better readers may then read it aloud.

Follow-up

Any difficulties with word meanings should be cleared up at once. Words and phrases which may require clarification are: *dory*, *rasping*, *mewing*, *sea boots*, *flavor of his haul*.

To stimulate discussion the teacher may ask the following questions:

How are fishermen's cats like other cats? Unlike other cats? Which is happier?

Why should a fisherman have a cat?

Pages 41-58

Objectives

This selection offers the pupils an opportunity to read a story for enjoyment and for appreciating its literary charm. Since, in order to enjoy the story, the pupils must grasp the relation of one episode to another, they are encouraged to practice a kind of reading more advanced than that required by stories which are a mere succession of incidents. At the conclusion of the story attention is directed by the exercises to some of the interesting words which it contains and suggestions are given for extending the pupils' knowledge of Japan.

Preparation

Preparatory Book pages 8-11 should be completed before this story is read. These Preparatory Book pages gave information which should make the reading of the story more enjoyable and understanding and preliminary experience with vocabulary which should eliminate difficulty with words.

Reading

Average groups may read the story through without interruption. With slow groups it may be desirable to discuss each section briefly before going on with the next section. Immediately after the silent reading the story may be discussed and reread orally. Since the story depicts conditions with which most children are unfamiliar, there should be prompt opportunity to have any points that are not clear explained. After the discussion the pupils may do the exercises on pages 57-58. In doing the exercise "Using Interesting Words," they may look back through the story to see how each of the words was used. In case of doubt about the meaning or pronunciation of a word they should be encouraged to consult the dictionary.

Follow-up

The pupils may read aloud the completed sentences in the exercise, "Using Interesting Words." The correct answers are:

- | | |
|---------------|---------------|
| 1. wrinkles | 7. lacquer |
| 2. humble | 8. demons |
| 3. lantern | 9. quivered |
| 4. bamboo | 10. obstinate |
| 5. reflection | 11. saluting |
| 6. deserted | 12. goblin |

The pupils may discuss their answers to the first exercise in "Things to Do." Most readers will interpret the priest's statement to mean that only an artist who is free from care can do fine work, but personal interpretation by the children should be encouraged, and any statement they care to make should be accepted so long as it is logical.

Making a collection of Japanese pictures as suggested in "Things to Do" will take some time. The teacher should give the children any help she can in finding such pictures and she should encourage them to consult the school librarian and any other persons who may be able and willing to lend assistance.

"Things to Do," Section 3, provides an incentive for skimming the story. Foods mentioned in the story are: rice cakes, dumplings, little cakes filled with sweet bean jelly, tea, rice, fish, turnips, peaches, fish soup. Foods eaten in Japan by people with very little money are rice and coarse fish.

Questions which may stimulate discussions are:

Do you agree with all the artist believed?

What do we call such unreasonable beliefs? (superstitions).

Do you know of superstitions which some people in our own country believe?

Was the priest's way of choosing an artist a good one?

Does the cat "Good Fortune" illustrate any of the qualities which "A Cat History" mentioned as characteristic of cats?

After the pupils have studied some Japanese pictures, they may try to paint the pictures which the artist in the story painted.

This story is suitable for dramatization. In connection with the

dramatization a good deal of information about Japanese customs and dress will be acquired. The pupils should be encouraged to follow rather closely the dialogue of the story in order to preserve its lifelike quality and charm.

Pages 59-60

Objectives

This poem gives the pupils an opportunity to read a poem for enjoyment and by means of it to learn more about the nature of the animals with which it is concerned.

Preparation

The introductory note at the beginning of the poem may be read aloud and discussed.

Reading

The pupils may read the poem silently. Later, some of the better readers may read it aloud.

Follow-up

The pupils may tell whether or not the poem, in their opinion, reveals the true character of the bear and the cat. They may compare the qualities which the cat shows in this poem with other information they have about cats.

As this poem is the third consecutive selection by Elizabeth Coatsworth, the pupils may be interested in finding out biographical details concerning this author and in reading other books by her which have been recommended in the Reader.

The pupils may turn to Preparatory Book pages 95-96 where the keeping of a reading list is suggested. Instructions for using these pages are given on Manual page 286.

C. PREPARATORY BOOK PAGE 12

Page 12

Objectives

This page tests recall of the selections in Unit I.

Procedure with Preparatory Books

The pupils should read the page silently and follow the directions. Their attention should be called to the fact that they are not to look back at the stories in answering these questions.

Procedure without Preparatory Books

The teacher may put the questions of this Preparatory Book page on the blackboard. The pupils may read them silently and write their answers on paper.

Follow-up

The substance of the answers to the questions is:

1. The Rocky Mountains.
2. He started a landslide of rocks.
3. She hoped it would bring good fortune to the house.
4. They decided that it was more important to carry the honey away to another place than to fight.
5. He had expected the housekeeper to bring some food.
6. The stones Rocky Billy had started kept on going and took other stones with them. Big pieces of the rocky cliff broke off. Tall trees were knocked down. The snow slid down the mountain. The landslide ended by making a dam across Elk Creek.
7. At first they try to drive the enemy away with their stings, but if they find they cannot drive him away, they save as much of the honey as they can and make a new home.
8. A painting of the death of Buddha.
9. "His First Bee Tree," "Rocky Billy," "The Artist and the Cat."
10. Answers vary.

The pupils may read their answers aloud and discuss them. During the correction they should refer to *Let's Travel On* for confirmation or correction of their answers.

CHAPTER VII

LESSON PLANS FOR UNIT II —

“YOUNG AMERICANS”

Topic

The second unit of the fifth-grade course consists of pages 61–104 of *Let's Travel On* and pages 13–22 of the fifth-grade Preparatory Book. The selections deal with boys and girls — their adventures and experiences. The pupil will find in these selections much that casts light on his own experiences, especially as the accompanying exercises lead him to read thoughtfully and critically. While there is no attempt at moralizing, emphasis falls naturally upon desirable standards of conduct, admirable traits of character, and wholesome relationships with others. Stories and poems of the realistic type represented in this unit have a strong appeal for children and often prove enjoyable to pupils who have little interest in reading along other lines.

Objectives

A major objective of this unit is to encourage children to find in reading an extension of their own everyday experiences.

A test of speed and comprehension (Preparatory Book pages 13–14) opens the unit. This test makes it possible for both teacher and pupil to observe the progress which has been made in the interval since the fifth-grade course was begun.

The materials provide training in a wide variety of reading skills. Some of the skills included are: exercising recall, giving evidence of comprehension, locating supporting statements, selecting important facts and interesting details, and skimming.

Thoughtful reading is fostered by incentives for selecting titles, predicting outcomes, interpreting character, determining the underlying message, and summarizing.

Ability in word analysis is increased by exercises in alphabetizing, marking long and short vowels, finding little words in big words, finding rhyming words, and deriving meanings from context.

Activities

The work with this unit should lead to many activities relating to everyday problems. Pupils may tell of ways in which they have earned money, and, if circumstances warrant, plans may be made for earning money to finance some class project. In connection with these activities, there may be discussions of wise spending and of thrift. Planning expenses and keeping simple accounts may be topics of interest.

Vacation experiences will be brought to the fore by the second story in the unit. Pupils may tell of interesting places they have visited and good times they have had. Snapshots and souvenirs may be brought to class and exhibited. A program of vacation stories, poems, and songs may be arranged, or a booklet devoted to vacation experiences and consisting of original compositions and pictures may be made. Pupils may indicate, by putting pins on a map, the places which have been visited by members of the class. Investigations may be made of regions which appeal to vacationists — the seashore, Yellowstone National Park, Niagara Falls — and the like. Pupils may plan imaginary vacation trips, plotting the route to be taken, means of transportation, time required, expense, etc. They may be interested in finding out the facilities offered by their own state or locality for vacations.

The pupils may become interested in making character analyses similar to those made in Preparatory Book exercises. Such analyses may be based upon persons met in reading or in real life.

Some classes may wish to draw up a code for their own guidance. In doing so they may investigate other codes, such as the Boy Scout code, collections of proverbs, maxims, etc.

Books for Children's Reading with Unit II

The easiest books — those of third- or fourth-grade difficulty — are marked (a); those of average fifth-grade difficulty are marked (b); those that are somewhat more difficult are marked (c).

AUTHOR	TITLE	PUBLISHER
Bacon, Peggy.	<i>The Terrible Nuisance and Other Tales</i> (b-c).	Harcourt.
Brink, Carol Ryrie.	<i>Baby Island</i> (b). Cheerful adventures of some shipwrecked children.	Macmillan.
Bunn, Harriet F.	<i>Circus Boy</i> (b-c).	Macmillan.
Clark, Margery.	<i>The Poppy Seed Cakes</i> (a). About a little Hungarian-American.	Doubleday.
Coatsworth, Elizabeth.	<i>Alice-All-by-Herself</i> (b-c).	Macmillan.
Coatsworth, Elizabeth.	<i>The Littlest House</i> (b-c).	Macmillan.
Credle, Ellis.	<i>Down, Down the Mountain</i> (b).	Nelson.
Dalglish, Alice.	<i>The Blue Teapot</i> (a-b).	Macmillan.
Dalglish, Alice.	<i>Relief's Rocker</i> (a-b).	Macmillan.
Dalglish, Alice.	<i>Roundabout</i> (a-b).	Macmillan.
Dearborn, Blanche J.	<i>Winter Time</i> (a).	Macmillan.
Dearborn, Blanche J.	<i>City Friends</i> (a).	Macmillan.
Gates, Baker, Peardon.	<i>The Story Book of Nick and Dick</i> (a).	Macmillan.
Gates, Baker, Peardon.	<i>The Caravan of Nick and Dick</i> (a).	Macmillan.
Goslin, Ryllis and Omar.	<i>Democracy</i> (b).	Harcourt.
Harper, W. and Hamilton, A. J.	<i>Pleasant Pathways</i> (a).	Macmillan.
Harper, W. and Hamilton, A. J.	<i>Winding Roads</i> (b).	Macmillan.
Harper, W. and Hamilton, A. J.	<i>Far-away Hills</i> (b-c).	Macmillan.
Hunt, Mabel Leigh.	<i>Benjie's Hat</i> (b-c).	Stokes.
Mason, Miriam E.	<i>Smiling Hill Farm</i> (b).	Ginn.
Meade, Julian.	<i>Teeny and the Tall Man</i> (c).	Doubleday.
Orton, Helen Fuller.	<i>Grandmother's Cooky Jar</i> (a).	Stokes.
Patch, Edith M. and Howe, Harrison E.	<i>Surprises</i> (a). The science of everyday things as learned by Ruth and Robert.	Macmillan.
Patch, Edith M. and Howe, Harrison E.	<i>Through Four Seasons</i> (a). A nature and science reader.	Macmillan.
Patch, Edith M. and Howe, Harrison E.	<i>Science at Home</i> (b). A science reader.	Macmillan.
Peardon, C. C. and Comegys, Z. D. M.	<i>Adventures in a Big City</i> (a). Two little boys visit New York.	Macmillan.

AUTHOR	TITLE	PUBLISHER
Seacheri, Mario and Mabel.	<i>Indians Today</i> (c).	Harcourt.
Seacheri, Mario and Mabel.	<i>Winnebago Boy</i> (c). About an Indian boy.	Harcourt.
Stone, Amy Wentworth.	<i>Here's Juggins</i> (a-b).	Lothrop.
Stone, Amy Wentworth.	<i>P-Penny and His Little Red Cart</i> (a-b).	Lothrop.
Stong, Phil.	<i>Farm Boy: A Hunt for Indian Treasure</i> (b).	Doubleday.
Tousey, Sanford.	<i>Cowboy Tommy</i> (b).	Doubleday.
Tousey, Sanford.	<i>Cowboy Tommy's Roundup</i> (b).	Doubleday.
White, Eliza Orne.	<i>The Adventures of Andrew</i> (b).	Houghton.
White, Eliza Orne.	<i>Where Is Adelaide?</i> (b).	Houghton.

Poems for Use with Unit II

The numbers following each title indicate the books in which the poem may be found. For the related list of collected poems and anthologies, see Manual pages 296-297.

Aldis, Dorothy.	The Dinner Party 1
Aldis, Dorothy.	The Unfinished House 1
Aldis, Dorothy.	What I Would Do 36
Asquith, Herbert.	Skating 3, 35
Baker, Karle Wilson.	Days 44
Benét, Rosemary and Stephen Vincent.	Peregrine White and Virginia Dare (historic young Americans) 5
Burr, Amelia Josephine.	Night Magic 40, 44
Burr, Amelia Josephine.	Rain in the Night 40, 44
Carman, Bliss.	Daisies 47
Carmer, Carl.	Antique Shop 45
Chute, Marchette G.	Jemima Jane 7
Chute, Marchette G.	Travel 7
Clarke, Frances.	Who Calls 47
Converse, Florence.	Rune of Riches 35
Farjeon, Eleanor.	Jill Came from the Fair 12, 36
Farjeon, Eleanor.	The Night Will Never Stay 36, 47
Field, Eugene.	The Little Peach 13, 47
Field, Rachel.	The Lost Bell 14
Field, Rachel.	My Inside-Self 15
Field, Rachel.	The Old Music Box 14

Field, Rachel.	A Summer Morning 15, 35
Fisher, Aileen.	Fall 17, 36
Fyleman, Rose.	The Balloon Man 18, 35
Garland, Hamlin.	Do You Fear the Wind? 40, 41, 44
Miller, Mary Britton.	Field 23
Morley, Christopher.	Song for a Little House 36, 40
Newton, Mary Leslie.	Queen Anne's Lace 40, 44
Noyes, Alfred.	The Call of the Spring 35
Peabody, Josephine Preston.	A Journey 38
Rands, William Brightly.	The Peddler's Caravan 40, 41, 46
Riggs, Katharine Dixon.	Mockery 38, 40, 44
Roberts, Elizabeth Madox.	Water Noises 25, 38, 44
Sherman, Frank Dempster.	Clouds 38
Stephens, James.	Check 35, 38, 44
Stephens, James.	White Fields 35
Stevenson, Robert Louis.	Farewell to the Farm 27, 36, 40
Teasdale, Sara.	The Falling Star 28, 35, 45
Teasdale, Sara.	Night 28, 35, 45
Tietjens, Eunice.	Moving 36
Turner, Nancy Byrd.	Black and Gold 40
Turner, Nancy Byrd.	Lincoln 36, 40
Van Dyke, Henry.	America for Me 36, 40, 41, 44
Welles, Winifred.	The Angel in the Apple Tree 33
Willson, Dixie.	The Mist and All 36, 40

Selected Songs for Unit II

The following is a list of suitable songs selected by Miss Marian Flagg, Director of Music Education, Dallas Public Schools, Dallas, Texas. Following the title of the song is the page on which it appears in one of the five books listed on page 91. The letters following the page number identify the particular book. These identifying letters are repeated on page 91.

For Unit II the following songs are recommended:

Skip-turn-a-loo! (U.S.A.)	p. 53	U.S.A.
Turkey in the Straw (U.S.A.)	p. 16	A.S.C.
Street Cry (Latin America)	p. 50	U.F.S.
Toy Dance (U.S.A.)	p. 49	U.F.S.
Voreema (Virginia)	p. 41	U.F.S.

UNIT II—PART 1

A. PREPARATORY BOOK PAGES 13-16

(PREPARATION FOR PAGES 61-88 OF "LET'S TRAVEL ON")

Pages 13-14

Objectives

These pages constitute a test of speed and accuracy in reading. By means of such tests as these the pupils become interested in improving their scores and thus improving their own reading skills. The exercises on page 14 give practice in reading for details and in skimming to locate specific information.

Procedure with Preparatory Books

"That Cat from Chicago" is to be read as a speed test. The administering, timing, and scoring are done in the manner directed for the first speed test. Instructions are given on Manual pages 92-93. As soon as each pupil has finished reading this selection, he is to do, without looking back at the selection, the exercise "Which Is Right?" on page 14. This exercise tests the accuracy of the pupils' reading.

"Skim and Find" is to be done after the test is completed. The pupils may read the instructions silently and skim through the article as directed. With classes which have had no previous experience with *The New Work-Play Books*, the teacher may explain that in skimming one does not read every word of the text but looks through it quickly, pausing to read carefully at points where desired information seems likely to be found. With such classes it may be desirable to have the pupils do one or two of the exercises in "Skim and Find" under the teacher's direction before they attempt to work independently.

Procedure without Preparatory Books

For the speed and accuracy tests the teacher may select suitable material from some book available to all the pupils and prepare ten blackboard questions based upon this material. The procedure may be similar to that directed on Manual pages 93-94. The teacher

may prepare an exercise in skimming similar to "Skim and Find," on page 14, but based on the material used for the speed test. This skimming exercise may be written on the blackboard and used as directed above for classes equipped with individual copies of the Preparatory Book.

After the tests have been completed, scored, and recorded, the pupils may take turns reading from the teacher's Preparatory Book, the article, "That Cat from Chicago." The exercise "Which Is Right?" may be reproduced on the blackboard, and the pupils may do it as a test of recall, writing their answers on paper. If the group is not too large, the teacher's Preparatory Book may be passed from one child to another so that each pupil has an opportunity to reread the article. If the group is a large one, the exercises may be read aloud and treated as a test of recall.

Follow-up

The pupils may read aloud and score their answers to "Which Is Right?" In checking these answers, reference should be made to the article on page 13, and the pupils should read aloud pertinent passages as the occasion arises. The answers to this test are:

- | | |
|---------------------|-----------------------------|
| 1. a cat | 6. to a siding |
| 2. to New York | 7. by car |
| 3. in a compartment | 8. telephone about the cat |
| 4. Margaret | 9. She took another kitten. |
| 5. through a hole | 10. the eighth |

The pupils may read aloud and discuss their answers to "Skim and Find." The substance of the answers to this exercise is:

1. Marion and Margaret.
2. Grandpa and Grandma Stebbins.
3. Rang for the porter.
4. June first.
5. Because their birthdays were only a week apart.
6. A present of a small tiger-striped kitten.

The teacher should inspect the pupils' Preparatory Books to make sure that the writing and spelling meets acceptable standards.

The follow-up for groups without Preparatory Books should be similar to that directed above with suitable adaptations to the material used.

Page 15

Objectives

The exercises on this page develop the pupils' ability to discern significant parts in words. The words studied in these exercises are also used in the next Reader selection, and the page therefore offers both training in general word-analysis techniques and advance experience with specific words which will be needed for later reading.

Procedure with Preparatory Books

Most groups can read this page silently and work out the exercises independently. With slow groups it may be desirable for the pupils to read the directions aloud and pronounce the words in the two lists before the written work is undertaken.

Procedure without Preparatory Books

The exercises from the Preparatory Book page may be reproduced on the blackboard. The teacher may give the directions verbally, and the pupils may do the exercises as directed above, writing their answers on paper.

Follow-up

The pupils may read their answers aloud. The teacher should tell the pupils that although they may see many little words in the big words, they should be careful to choose the one which will best fit the sentences in the second exercise. The right answers are as follows:

For the first exercise:

- | | |
|---------------------|---------------------------|
| 1. helper — help | 5. thoughtfully — thought |
| 2. rightful — right | 6. waitress — wait |
| 3. sprinkled — ink | 7. offered — off |
| 4. finder — find | 8. pantry — pan |

For the second exercise:

His *rightful* place was at the head of the table.

It is not *right* to steal.

The *pantry* was well stocked for Thanksgiving.

I got a small *pan* in which to cook the potatoes.

The girl worked in the city as a mother's *helper*.

The boys *help* Father cut the lawn.

He spoke slowly and *thoughtfully*.

"I *thought* I had enough bread," Mother said.

I *sprinkled* the lawn with a hose.

I need *ink* for my fountain pen.

The hotel *waitress* came to the table to take the order.

"*Wait* for me!" cried Tommy.

Who was the *finder* of the lost dog?

I cannot *find* my place in the book.

I *offered* to take care of the baby.

Jim fell *off* his horse, but he was not hurt.

For the third exercise: neck-tie; dish-washer; foot-path; kid-nap; hall-way; snow-ball. (The teacher should accept as correct any two words the pupils may find in the big words, but should explain to them which two small words when written together form the big word.)

As a result of doing exercises of this kind, the pupils should become interested in finding little words in big words. They may add to the lists on the Preparatory Book page other similar words, and they may make up completion exercises similar to those on the Preparatory Book page by using words of their own choice. They should be encouraged to use the technique developed on this page in solving vocabulary problems which they meet in other reading.

Page 16

Objectives

This page gives training in the use of phonetics as a means of analyzing words. The pupils' attention is directed toward word elements which are similar in sound and they learn to discriminate

sounds which are identical from sounds which have slight differences. The technique developed on this page should function not merely in these exercises but in the pupils' attempts to identify unfamiliar words. Many of the words used in these exercises are words which are required in the reading of the next Reader selection.

Procedure with Preparatory Books

Most pupils can read these exercises silently and do them independently. Pupils who have difficulty with phonetics may first read the exercises aloud under the teacher's supervision and listen for and point out the identical sounds. The teacher should help such pupils to hear differences in sound. These pupils should not write in the Preparatory Books during the oral work with the exercises but should return to the Preparatory Book later and do the written work independently.

Procedure without Preparatory Books

The teacher may reproduce on the blackboard the exercises from the Preparatory Book page. The explanation and directions may be given verbally. Pupils may then proceed with the exercises as directed above for classes equipped with individual copies of the Preparatory Book.

Follow-up

The pupils may read aloud the rhyming words and then the non-rhyming words in the first exercise. The rhyming words are: spine, mine; flipped, slipped, dripped; crazy, daisy; relief, belief; scraps, caps, maps; heart, smart; rapped, slapped; breath, death; ruffled, shuffled; sort, report; chug, rug, dug; label, table, able; treat, eat, feet; praised, grazed; shy, buy, dry.

The teacher should help the children to see that phonograms which sound alike may be spelled differently and that phonograms which are identical in spelling may be different in sound. Each of the words in this exercise may be used in a sentence to illustrate or clarify its meaning.

The pupils may read aloud and discuss their answers to "Think of Words that Rhyme." The answers to this exercise will vary. The

teacher should help the pupils to use the same careful discrimination among sounds which was required in the first exercise.

Pupils should be encouraged to apply the technique developed here to problems in word recognition. In the case of pupils who have marked difficulty with phonetics, the teacher may extend the exercises to the length which seems desirable.

B. "LET'S TRAVEL ON," PAGES 61-88

Pages 61-71

Objectives

This selection provides opportunity for recreational reading about everyday girls and boys.

Preparation

Preparatory Book pages 13-16 should be completed before the reading of this story is begun. By means of the exercises on these Preparatory Book pages the pupils have had advance experience with most of the words in the selection which might otherwise offer difficulty.

Reading

The pupils may read the title of the unit and the "Old Rhyme" on page 61 and look at the picture on page 62. They may read aloud the title and the brief introductory paragraph which follows on page 63. They may discuss the question which the introductory paragraph raises.

The pupils may then read silently Parts 1 and 2 of the story.

Follow-up

At the end of Part 2 the pupils are to turn to Preparatory Book page 17 and read the second paragraph on that page which directs them to try to predict the coming episodes in the story.

Pages 71-86

Objectives

In this assignment the pupils complete the reading of "The Reward of Virtue" and check their own predictions regarding the outcome.

Reading

The pupils may read the remainder of the story silently and do the exercises on pages 84-86.

Follow-up

The pupils may read aloud the prediction which they wrote on Preparatory Book page 17 and compare it with the final outcome of the story.

They may read aloud their answers to the "Yes or No" exercises on pages 84-86. Answers to this exercise are:

Part 1

- | | |
|--------|--------|
| 1. No | 3. Yes |
| 2. Yes | 4. No |

Part 2

- | | |
|--------|--------|
| 5. No | 7. No |
| 6. Yes | 8. Yes |

Part 3

- | | |
|--------|---------|
| 9. Yes | 11. Yes |
| 10. No | 12. No |

Part 4

- | | |
|---------|---------|
| 13. Yes | 15. No |
| 14. No | 16. Yes |

Passages from the story may be read aloud to confirm or correct answers to this exercise.

Time should be allowed for the oral reports suggested in "Things to Do," Exercise 1.

The pupils may read aloud and discuss the titles composed in accordance with the directions in "Things to Do," Exercise 2.

The teacher may put on the blackboard the following key for the correction of "Things to Do," Exercise 3:

big'ger	nar'row
foot'path	neck'tie
help'er	pic'nic
kit'ten	vir'tue
let'tuce	weed'ing

The pupils may exchange papers and mark one another's work. They may observe that in most two-syllable words the accent comes on the first syllable.

Because of its pleasant character and lively dialogue "The Reward of Virtue" lends itself particularly well to oral reading. Each character in the story may be assigned to a particular pupil and another pupil may be given the task of reading the narrative portions. While the oral reading is in progress, those who are not taking part should listen with closed books.

The exercise on Preparatory Book page 17 provides motivation for an additional rereading of the story.

Pages 87-88

Objectives

The pupils have an opportunity to read a poem for enjoyment.

Preparation

The teacher may tell the pupils that the poem they are about to read gives a picture of a general store and she may encourage them to try to see this store as the poem describes it.

Reading

The pupils may read the poem silently. Oral reading by some of the better readers may follow.

Follow-up

The pupils may draw a picture of the store described in the poem. They should attempt to include in the picture all the things mentioned in the poem. When the pictures are completed, each pupil may show his to the class. The pictures may be discussed on the basis of fidelity to the poem and pleasing arrangement of the articles shown.

Page 17

C. PREPARATORY BOOK PAGE 17

Objectives

The first few paragraphs of this page were used during the reading of "The Reward of Virtue." The rest of the page provides a motive

for careful rereading of the same story. Through their attempts to analyze Juliana's character as directed, the pupils are given training in thoughtful critical reading. Re-use of familiar material for a new purpose is valuable for increasing speed and refining comprehension.

Procedure with Preparatory Books

Beginning with the fifth paragraph the pupils may read this page silently and orally, pausing for discussion whenever the occasion arises and referring to *Let's Travel On* as directed. During this oral work no writing should be done in the Preparatory Book but the pupils should be helped to formulate their ideas clearly in preparation for later independent written work in the Preparatory Book.

Procedure without Preparatory Books

The teacher may reproduce on the blackboard the questions given on the right-hand side of the Preparatory Book page. Pupils may take turns reading the explanations and directions from the teacher's Preparatory Book. Reading and discussion may take place as directed above for classes equipped with individual copies of the Preparatory Book. Later the pupils may write on paper their answers to the questions.

Follow-up

After they have completed the analysis, the pupils may read their answers aloud. Opportunity should be provided for any reading from the Preparatory Book or Reader which will contribute to the evaluation of the answers. While the answers will vary in expression, the substance expected is as follows: inability to save money, understanding of the feelings of others, fondness for babies, industriousness by telling the woman that a reward was offered for the kitten — fairness.

The pupils may be encouraged to make similar analyses of other characters which appear in this story and of characters which they have met in earlier stories in the Reader.

UNIT II — PART 2

A. PREPARATORY BOOK PAGES 18-21

(PREPARATION FOR PAGES 89-104 OF "LET'S TRAVEL ON")

Pages 18-19**Objectives**

"The Haunted House" gives opportunity for reading an interesting story. The exercise on page 19 gives incentives for rereading the article carefully to note details. One purpose of this exercise is to encourage the pupils to try to plan a story of their own.

Procedure with Preparatory Books

The pupils may read silently the article "The Haunted House." Oral reading and discussion may follow. Then the pupils may do the exercises on page 19.

Procedure without Preparatory Books

The teacher may read this story to the pupils from her Preparatory Book. After she has read the article, pupils may take turns reading it aloud.

The teacher may reproduce on the blackboard the exercises from Preparatory Book page 19. The pupils may then carry out the exercises on paper. While the pupils are working on these exercises, the teacher's copy of the Preparatory Book should be available for consultation.

Follow-up

The pupils may read aloud their answers to the exercises on page 19. Each of the answers should be checked by oral reading of the appropriate passage from "The Haunted House."

The pupils may read aloud the ghost stories written in connection with the suggestion in the last exercise on the page at any convenient time.

Page 20**Objectives**

These exercises review the long and short vowel sounds and the diacritical marks introduced in the fourth year. They contribute to skill in the use of the dictionary.

Procedure with Preparatory Books

Pupils who have had *The New Work-Play Books* in the fourth year can read this page silently and do the exercises independently. Pupils who have not had this work may read the page silently and then orally. Before doing the marking, the teacher should make sure that the vowel sounds are clearly heard and identified.

Procedure without Preparatory Books

The teacher may put on the blackboard the words in which the vowels are to be marked. She may give verbally to the pupils an explanation equivalent to that given on the Preparatory Book page. The pupils may then read aloud and indicate the vowels to be marked in the words. One of the pupils may mark the words on the blackboard as the other pupils direct. The marked words may be erased and the same words listed again on the blackboard without diacritical marks. Each pupil may then copy the words on paper and insert the proper vowel markings.

Follow-up

The teacher may put on the blackboard the following key for the correction of the pupils' work:

māke, rānge, āge, Ābbott, cāmp, wāde
fēll, fēllow, bēing, rēally, gēt, fēlt
Phīl, Brīttton, nīce, delighted, liked, partīcular
lōnely, gōt, rōck, rōse, Nerō, prōmised
jūst, sūpper, fūnny, ūniform, amūsed, ūsing

Following are the correct arrangement and markings of the words in the last exercise:

cābīn; clīmbīng; clūmsy; īllnēss; lūnch; smīlīng; strōllīng;
swīftnēss; tīght; trūstīng

Page 21**Objectives**

By providing advance motives this page insures thoughtful and critical reading of the coming Reader selection, "Adventure at Camp." The second half of the page follows the reading of the Reader selection and provides experience in summarizing.

Procedure with Preparatory Books

The work with this page is divided into two sections. The first half of the page is read before the pupils turn to *Let's Travel On* and the remainder of the page is done after they have read "Adventure at Camp."

The pupils may read silently the first half of the page. If it seems desirable, oral discussion of the questions raised here may follow. The pupils then turn to *Let's Travel On*, pages 89-102. After reading "Adventure at Camp" the pupils return to the Preparatory Book page and write in answers to the questions which they were instructed to keep in mind while reading.

They may then continue with the other exercises on this page. These exercises may be read silently. Oral reading and discussion may follow. If it seems desirable, the pupils may formulate co-operatively the statements to be put in the blanks of the exercise entitled "Summarizing." These statements may be written while the discussion is in progress. At the conclusion of the discussion the pupils may continue the summary as directed by the Preparatory Book.

Procedure without Preparatory Books

The teacher may reproduce on the blackboard the questions given on the left-hand half of this page. These questions may be read and discussed as directed above for classes equipped with Preparatory Books. The pupils may then read "Adventure at Camp," *Let's Travel On*, pages 89-102.

After the pupils have read the Reader selection, they may write on paper their answers to the preliminary questions.

Pupils may take turns reading from the teacher's Preparatory Book, the exercise entitled "Summarizing." Work with this exercise may be similar to that directed above for classes equipped with individual copies of the Preparatory Book except that all the work will be done on paper.

Follow-up

As each section of this page is finished, the pupils may read their work aloud. Ample opportunity should be given for discussion and evaluation. Answers to the questions will vary and all answers that are logical should be accepted. Pupils should be encouraged to state their reasons for their answers and they should reread passages from the story whenever these serve to clarify the situation.

B. "LET'S TRAVEL ON," PAGES 89-104

Pages 89-103

Objectives

The pupils continue reading about everyday boys and girls. In this selection a practical moral underlies the episodes of the story and by means of the accompanying Preparatory Book exercises the pupils are helped to grasp it. In the exercises which follow the story the pupils have practice in proving statements, in alphabetizing, and in syllabifying words.

Preparation

Preparatory Book pages 17-20 and the first half of Preparatory Book page 21 should be taken before this selection is read. Through the Preparatory Book exercises advance experience has been given with vocabulary which might otherwise offer difficulty.

Reading

The pupils may read the story silently. They may answer the questions which were raised on Preparatory Book page 21 in anticipation of this selection. They may then do the exercises on pages 102-103 of *Let's Travel On*.

Follow-up

The pupils may read aloud the completed exercise "Prove It," pages 102-103. Sentences which may be used in this exercise are:

1. Their camp was in the Sawtooth Mountains of Idaho. Dr. Britton was a professor in an eastern college.
2. Since they did not know the mountains.
3. "He's roamed these hills all his life."
4. The little girls tried a few times to tease Jack by hiding.
5. "Well, nursie, I'm waiting right here for you to bring me."
6. His feet felt like lumps of ice.
7. Down the rocky trail they scrambled as fast as the twins could go.
8. "Tame as a kitten," Jack assured her, stroking the bear's shaggy head.
9. He kept the Brittons in a gale of laughter.
10. "We'll let them spend the rest of the week helping their mother around camp. After that, if you want to take them out, they'll be ready."

The alphabetic order of the words given in "Things to Do," Exercise 1, is: *appetite, bother, camp, donkey, elk, friendly, giggle, healthy, icy, Jack, kid, lonely, moans, nice, oblong, pools, queer, rocky, stranger, tease, upset, valley, wade, yelled, zigzag.*

Answers to the questions in Exercise 2 are: 11, 13, 1.

The pupils should be encouraged to read the books suggested in "Something to Read" and to find other books related to topics in which they have become interested during the reading of this unit. In connection with this, additional reading entries should be made on the reading list on Preparatory Book page 96, or similar charts in the case of pupils who are not supplied with the Preparatory Book

Page 104**Objectives**

This selection provides another opportunity for the enjoyable reading of a poem. It brings the work of the unit to a close on a humorous note.

Reading

The pupils may read the poem silently. Those who express a desire to do so may read it aloud or recite it from memory.

Follow-up

The pupils may tell what they know of the useful purposes which worms serve and discuss the justification for the dislike which many people have for worms.

C. PREPARATORY BOOK PAGE 22**Page 22****Objectives**

The exercise "Young Americans" tests recall of the stories which were read in Unit II and checks pupils' mastery of certain words which occurred in this unit. The exercise "The Meanings of Words" is planned to enrich the pupils' vocabulary.

Procedure with Preparatory Books

The pupils may read the first column silently and do the exercises without looking back to the Reader. The pupils may follow the directions for the second column and later compare their definitions.

Procedure without Preparatory Books

The teacher may reproduce on the blackboard the exercises of the Preparatory Book page. The pupils may read these as directed above and write their answers on paper.

Follow-up

Answers to the questions in the exercise entitled "Young Americans" are:

- | | |
|----------------|----------------|
| 1. Juliana | 5. Phil |
| 2. Sammy | 6. Dr. Britton |
| 3. Father | 7. Nero |
| 4. Jack Abbott | |

The pupils may read aloud their answers to this exercise and in case of inaccuracy or doubt they may reread appropriate passages.

They may compare their answers to the word-meaning exercise and look up the words in a dictionary if necessary.

Answers to the exercise entitled "The Meanings of Words" will vary. The substance of what may be expected is:

1. a board where notices are posted
2. fussing
3. jumped
4. self-directing; not controlled by others.
5. with contempt
6. ashamedly
7. an amount of money received at regular intervals.

If these exercises reveal marked difficulty or serious lack of comprehension in relation to the unit, the teacher should provide re-reading and review before the pupils go on to Unit III.

CHAPTER VIII

LESSON PLANS FOR UNIT III—

“INVENTORS AND INVENTIONS”

Topic

The Reader materials for this unit consist of biographies of Fulton and Goodyear and an account of the first railroad trains. Through these selections the pupil becomes interested in learning about the beginnings of things which are now in everyday use, and historical perspective is thus developed. The biographies make him aware of the contribution to modern living made by great persons of the past and of the debt which we owe to our ancestors. The human side of the stories is stressed.

Objectives

One important objective of this unit is to interest the pupils in reading history and biography, and through this reading to develop the realization that present-day conditions are closely linked with the past. The historical and biographical sketches, which both Reader and Preparatory Book contain, offer opportunities for training the pupils in the specific reading techniques which are essential for mastery of this kind of subject matter. Other exercises direct the pupils in skimming and in doing selective reading for the purposes of making a character analysis and selecting main points. Practice is given in summarizing, outlining, using the dictionary and encyclopedia. The word-study program comprises activities in alphabetizing, syllabifying, matching words and definitions, marking vowels, placing accent marks, and analyzing compound words. The unit contains a test of speed and tests of comprehension and recall.

Activities

Many interesting activities are suggested in the sections of the Reader entitled "Things to Do." Among these are making an Inventor Scrapbook (Reader page 118), collecting pictures of early trains (Reader page 124), and making a list of articles made from rubber (Reader page 151).

Pupils may be interested in looking up the history of other things which figure in present-day life, such as the airplane, the sewing machine, the radio, the phonograph, etc. Their attention may be particularly directed toward the life stories of the men behind these inventions.

Some pupils may be able to construct models of steamboats, trains, airplanes, etc. If one of the pupils owns an electric train, a steam engine, or an electric motor, it might be brought to school.

Railroading is a subject of great fascination to many boys. A trip might be arranged to a railroad terminal, a roundhouse, or a signal tower, and a person in charge of the place visited induced to talk to the pupils. Explanations of the working of signal systems, train dispatching, etc., may be given in class by interested pupils.

A collection of steamboat pictures could be made. Steamboat companies distribute advertising material which would be of value to this collection, and the writing of letters to secure such material would be a useful supplemental activity.

An exhibit of articles made from rubber might be arranged as an outgrowth of the activity suggested on Reader page 151.

Magazines like *Popular Mechanics* and *Popular Science Monthly* would be enjoyed in connection with this unit, and the pupils should be encouraged to scan the newspapers for items about new inventions and improvements on articles already in use. Some museums have working models of various mechanical devices, and where such exhibits are available, pupils should be taken to see them.

The program about inventors and inventions (see Reader page 118) might include the reading of original biographies of inventors, talks and demonstrations on the principles, construction, and operation of various devices, monologues given by pupils impersonating various inventors, etc.

The unit offers an opportunity for simple experiments in chemistry and physics if facilities for such experiments exist in the school. The entire unit is closely related to science, and the work with it should result in an understanding of the scientific viewpoint and an admiration for the qualities of patience, open-mindedness, accuracy, and ingenuity which are characteristic of the scientist and the inventor.

Books for Children's Reading with Unit III

The easiest books — those of second-, third-, or fourth-grade difficulty are marked (a); those of average fifth-grade difficulty are marked (b); those that are somewhat more difficult are marked (c).

The books named in the following list do not in every case present inventors and inventions. Some of them relate to other points of interest in the stories in Unit III. Some relate to industry rather than specifically to invention.

AUTHOR	TITLE	PUBLISHER
Baer, Marian C.	<i>The Wonders of Water</i> (b-c).	Farrar.
Baruch, Dorothy.	<i>Big Fellow</i> (a-b). A steam shovel.	Harper.
Baruch, Dorothy.	<i>Big Fellow at Work</i> (a-b).	Harper.
Bragdon, Lillian J.	<i>Tell Me the Time, Please</i> (b). A story of time-telling and clocks.	Stokes.
Carroll, Ruth and Latrobe.	<i>Flight of the Silver Bird</i> (b). A trip on a trans-Pacific plane.	Messner.
Chamberlain, J. F.	<i>How We Are Clothed</i> (b-c).	Macmillan.
Dalglish, Alice.	<i>America Travels</i> (b). How people have traveled from long ago till now.	Macmillan.
Gilmore, H. H.	<i>The Junior Boat Builder</i> (b-c). How to build toy boats of various kinds.	Macmillan.
Hader, Berta and Elmer.	<i>Green and Gold. The Story of the Banana</i> (b).	Macmillan.
Hamilton, E. T.	<i>Handicraft for Girls</i> (b-c).	Dodd.
Hamilton, E. T.	<i>Complete Model Aircraft Manual</i> (c).	Dodd.
Hartman, Gertrude.	<i>Machines and the Men Who Made the World of Industry</i> (c). About famous machines and the men who made them.	Macmillan.
Hylander, C. J.	<i>American Inventors</i> (c).	Macmillan.
Ilin, M.	<i>What Time Is It? The Story of Clocks</i> (b-c).	Lippincott.
Keelor, Katharine L.	<i>Working with Electricity</i> (b-c).	Macmillan

AUTHOR	TITLE	PUBLISHER
Lee, Melicent Humason.	<i>In the Land of Rubber</i> (b). A story that brings in many facts about the rubber industry.	Crowell.
Leeming, Joseph.	<i>More Things Any Boy Can Make: The Book of Home-made Toys and Games</i> (b-c).	Appleton-Century.
Lacey, Ida B.	<i>Light Then and Now</i> (b). The story of light.	Macmillan.
Lent, Henry B.	<i>Clear Track Ahead!</i> (b-c). About trains.	Macmillan.
Lent, Henry B.	<i>Diggers and Builders</i> (b).	Macmillan.
Lent, Henry B.	<i>Full Steam Ahead! Six Days on an Ocean Liner</i> (b).	Macmillan.
Lent, Henry B.	<i>Wide Road Ahead: The Building of an Automobile</i> (b-c).	Macmillan.
McGowan, Ellen B.	<i>Soap Bubbles</i> (b). How soap is made and was made.	Macmillan.
McNamara, John F.	<i>Playing Airplane</i> (b). How an airplane is flown.	Macmillan.
Perry, Josephine and Slauson, Celeste.	<i>Milk Production</i> (c).	Longmans.
Petersham, Maud and Miska.	<i>Story Book of Earth's Treasures</i> (b). About coal, gold, iron and steel, and oil.	Winston.
Petersham, Maud and Miska.	<i>Story Book of Foods from the Fields</i> (b). About corn, rice, sugar, and wheat.	Winston.
Petersham, Maud and Miska.	<i>Story Book of Things We Use</i> (b). About houses, clothes, food, transportation.	Winston.
Pryor, William C.	<i>The Fire Engine Book</i> (b).	Harcourt.
Pryor, William C.	<i>The Steamship Book</i> (b).	Harcourt.
Pryor, William C.	<i>The Train Book</i> (b).	Harcourt.
Pryor, W. C. and H. S.	<i>The Rubber Book</i> (b).	Harcourt.
Shoen, Harriet H.	<i>Let's Make a Book</i> (b). The story of books and of how a book is made.	Macmillan.
Swift, Hildegard H.	<i>Little Blacknose</i> (c). About one of the first locomotives — the "De Witt Clinton."	Harcourt.
Yoakam, Bagley, and Knowlton.	<i>Learning New Skills</i> (b).	Macmillan.

Poems for Use with Unit III

The numbers following each title indicate the books in which the poem may be found. For the related list of collected poems and anthologies, see Manual pages 296-297.

The poems in this group relate to various useful things that have been invented in the past rather than to the actual process of invention.

Aldis, Dorothy.	Radiator Lions 1, 36, 37, 40
Anonymous.	In the Evening from My Window (trains) 35
Anonymous.	The Useful Plow 43, 46
Baruch, Dorothy W.	Different Bicycles 4, 35
Baruch, Dorothy W.	Lawn Mower 4, 35
Baruch, Dorothy W.	Merry-Go-Round 4, 35
Benét, Rosemary and Stephen Vincent.	Clipper Ships and Captains 5
Bennett, Rowena Bastin.	A Modern Dragon (train) 37
Field, Rachel.	City Lights 15
Field, Rachel.	Doorbells 15, 36
Field, Rachel.	Merry-Go-Round 15, 37
Field, Rachel.	The Old Music Box 14
Field, Rachel.	Skyscrapers 15
Field, Rachel.	Taxis 16, 36, 40
Field, Rachel.	Ticking Clocks 14
Guiterman, Arthur.	A Tract for Autos 40
Holmes, Oliver Wendell.	The Deacon's Masterpiece 41, 46
Lambert, Clara.	Skyscraper Is a City's House 40
Pope, J.	Noise 36
Rounds, Emma.	The Ballad of the Merry Ferry 40, 46
Sandburg, Carl.	Prayers of Steel 40
Tippett, James S.	Building a Skyscraper 29, 40
Tippett, James S.	The Elevated Train 29, 35
Tippett, James S.	Engine 29, 35
Tippett, James S.	Ferryboats 29, 35
Tippett, James S.	Up in the Air (airplane) 29, 35

Selected Songs for Unit III

The following is a list of suitable songs selected by Miss Marian Flagg, Director of Music Education, Dallas Public Schools, Dallas,

Texas. Following the title of the song is the page on which it appears in one of the five books listed on page 91. The letters following the page number identify the particular book. These identifying letters are repeated on page 91.

Sho 'nough Steamboats
Steamboat Bill

p. 98 U.F.S.
p. 108 E.S.

UNIT III—PART 1

A. PREPARATORY BOOK PAGES 23-25

(PREPARATION FOR PAGES 105-118 OF "LET'S TRAVEL ON")

Pages 23-24

Objectives

These pages constitute tests of speed and accuracy in reading. The exercise "Making an Outline" gives training in selection and organization of material.

Procedure with Preparatory Books

"The Horseless Carriage," page 23 and "Which Is Right?" on page 24 are to be read as tests of speed and accuracy. Directions for administering, timing, and scoring these tests are given on Manual pages 92-93.

After the completion of the tests, the pupils may read silently the directions given in "Making an Outline." They may carry out these directions, making rough notes on paper before doing the final work. With slow groups the exercise may be worked out orally before the writing is done.

Procedure without Preparatory Books

As a substitute for the Preparatory Book tests the teacher may select a suitable passage from a book available to all the pupils and prepare ten questions based on this material. The tests may then proceed as directed on Manual pages 93-94. After the tests have been completed, the pupils may make an outline similar to the one

directed on Preparatory Book page 24 but based on the material used for tests.

The pupils may take turns reading aloud from the teacher's Preparatory Book, "The Horseless Carriage," on page 23. The teacher may put on the blackboard the exercise entitled "Which Is Right?" from Preparatory Book page 24. The pupils may read this exercise silently and write the answers on paper.

Follow-up

Answers to "Which Is Right?" are:

- | | |
|-----------------------------------|---------------------|
| 1. steam | 6. England |
| 2. three wheels | 7. gasoline |
| 3. two and one-half miles an hour | 8. United States |
| 4. steam | 9. They broke down. |
| 5. Paris | 10. four |

The pupils may read aloud their answers to "Which Is Right?" and score the exercise. They should then turn to Preparatory Book page 91 and enter the results of their tests on the chart. They should also make the proper entries on the reading curve, Preparatory Book page 94.

Pupils without Preparatory Books should enter their scores on the individual charts and the reading curve made in accordance with directions on Manual pages 285-286.

The substance of the outline required by the exercise "Making an Outline" is as follows:

- I. Who invented automobiles
 - A. Hard to tell
 - B. Many men in many countries worked on it
- II. Cugnot's steam carriage
 - A. Invented about 165 years ago
 - B. Ran by steam power
 - C. One wheel in front
 - D. Two wheels behind
 - E. Steam power moved front wheel

- III. Speed of steam carriage
 - A. Two and one-half miles an hour
 - B. Stopped every 100 feet to make steam
- IV. Other steam carriages
 - A. Many men worked on them
 - B. Noisy
 - C. Frightened horses
 - D. English law forbade use on public roads
- V. Experiments with gasoline carriages
 - A. Worked better than steam
 - B. A long time before they worked well
- VI. The first men to make successful automobiles in United States
 - A. Charles E. Duryea
 - B. Ransom Eli Olds
 - C. Henry Ford
 - D. Edward Haynes
- VII. First American automobiles
 - A. Ran by gasoline engines
 - B. Got out of order easily
 - C. Had trouble climbing hills
 - D. Jokes made about them
- VIII. Increase in number of cars in United States
 - A. Four in 1894
 - B. More than thirty million in 1940

The pupils may read their outlines aloud and compare them. In the course of this evaluation frequent reference should be made to the selection, and it may be read aloud and discussed if it seems necessary. The correction of outlines made by pupils without Preparatory Books should be carried out in the same way.

Page 25

Objectives

This page carries forward the program in word study by means of exercises in which the pupils match words and definitions and in

which they syllabify, mark accents, and indicate vowels. The words used in these exercises are words which will occur in the coming Reader selections, and the pupils are thus given advance experience with vocabulary which might otherwise offer difficulty.

Procedure with Preparatory Books

Under the teacher's guidance the pupils may pronounce orally the words listed at the beginning of the page. They may then work out the remainder of the page silently. They should be encouraged to refer to the dictionary for assistance with the exercises.

Procedure without Preparatory Books

The teacher may reproduce on the blackboard the exercises of the Preparatory Book page. The pupils may then proceed as directed above.

Follow-up

The pupils may read aloud and discuss their answers to the exercise "Words and Definitions." The correct order of words in this exercise is:

- | | |
|----------------|----------------|
| 1. boiler | 7. passenger |
| 2. Clermont | 8. rocket |
| 3. engineer | 9. Schenectady |
| 4. ferryboat | 10. Seine |
| 5. intelligent | 11. submarine |
| 6. locomotive | 12. tugboat |

The pupils should be encouraged to contribute any information they may have about the objects named in the exercise.

For the correction of the exercise "Accents, Syllables, and Vowels" the teacher may put on the blackboard the following key:

- | | |
|-------------------|------------------|
| 1. sŭb ma rine' | 7. păs'sĕn ger |
| 2. tŭg'boat | 8. lo co mo'tĭve |
| 3. Schĕ nĕc'ta dy | 9. rŏck'ĕt |
| 4. fĕr'ry boat | 10. boil'er |
| 5. ĭn-tĕl'lĭ gĕnt | 11. Seine |
| 6. ĕn ġĭ neer' | 12. Clĕr'mŏnt |

Pupils may exchange books or papers and correct one another's work by comparison with the key.

For the last exercise the correct markings are:

crĕdĭt	trăck
blāme	păddle
smōkestăck	ěxchānge
Frĕnch	tĭmĭd
tĭckĕts	prŏmptly

B. "LET'S TRAVEL ON," PAGES 105-118

Pages 105-118

Objectives

This selection introduces the pupils to the reading of biographical material. It should make them aware of the human interest that underlies many everyday things and it should awaken in them admiration for the men to whom we owe the efficiency and comfort of modern life. The exercises which follow give practice in making a summary and offer suggestions for extending information about inventions.

Preparation

Preparatory Book pages 23-25 give advance experience with ideas and vocabulary which appear in this selection and should be completed before "Fulton's Folly" is read.

Reading

The pupils may read the title of the unit and the poem on page 105 and look at the picture on page 106. They may read the story silently and do the exercises which follow.

Follow-up

The pupils may read aloud the completed exercise "Sentences to Finish," pages 117-118. The answers to this exercise are:

- | | |
|--------------|--|
| 1. studious | 7. portrait painter |
| 2. machines | 8. Benjamin West |
| 3. his head | 9. the French Government |
| 4. very poor | 10. to the United States |
| 5. jeweler | 11. New York and Albany |
| 6. painting | 12. It was the quickest way to travel. |

If the reading of the answers reveals lack of understanding of the story, "Fulton's Folly" may be reread orally and discussed.

The suggestions given in "Things to Do," page 118, should be carried out. Plans for the program about inventors and inventions should be worked out co-operatively. Contributions for the Inventor Scrapbook might include original stories and pictures as well as clippings.

Opportunity should be allowed for reading to the class by the teacher and the pupils other interesting stories and articles about inventors and inventions.

C. PREPARATORY BOOK PAGE 26

Page 26

Objectives

This page provides incentives for several rereadings of the preceding Reader selection "Fulton's Folly." The pupils locate details, find page references, summarize, select facts which prove a statement, and make personal interpretations. In working out the exercise, they are required to exercise both skimming and careful reading.

Procedure with Preparatory Books

The pupils may read this page silently and carry out the directions. They should be encouraged to make rough drafts of their answers before writing them in the Preparatory Books. With slow groups it may be advisable for pupils to read aloud and discuss these rough drafts and to obtain the teacher's advice and help before transferring work to the Preparatory Books.

Procedure without Preparatory Books

The teacher's copy of the Preparatory Book may be passed from pupil to pupil. Each pupil may read aloud one section of the exercise. As each section is read, the group may look through "Fulton's Folly" for the necessary information and write it on their papers. Answers may be discussed as they are completed, or the discussion may be deferred until all the work with the page is done.

Follow-up

The pupils may read aloud and discuss their answers to the exercises on page 26. The substance of the answers will be:

1. Things Fulton made as a boy — rockets, toy boat with paddle wheels, paddle wheels for the flatboat.
2. Page references — 111, 112, 113.
3. Three experiments Fulton made — (a) Robert and Christopher made a set of paddle wheels for his flatboat after a toy model which Robert made; (b) About 1803 while in Paris, Fulton built a small steamboat. The machinery was too heavy and the boat sank, but Fulton built a stronger one; (c) In 1807, Fulton built his third steamboat, the *Clermont*, which was successful.
4. Facts which prove Fulton a genius — When he was twelve years of age, he made rockets out of gunpowder. He made paddle wheels for a flatboat. He was a successful portrait painter. He built the first successful steamboat, the *Clermont*.
5. Traits of character — he had no money, no powerful friends, and almost no schooling — yet, he took up painting, took care of his family, and built the first successful steamboat as well as a steam ferryboat. He must have been very intelligent, a hard worker, a fine thinker, and a man of courage and vision.
6. Great men — Benjamin West, James Watt, Robert Livingston.

UNIT III — PART 2**A. PREPARATORY BOOK PAGE 27**

(PREPARATION FOR PAGES 119-124 OF "LET'S TRAVEL ON")

Page 27**Objectives**

The selection on this page will extend the pupils' information about the beginnings of familiar things in modern life and lead them to make comparisons between present-day conditions and those of earlier times. The exercise which follows the article tests the pupils' comprehension.

Procedure with Preparatory Books

The pupils may read the page silently and follow the directions. Slow pupils may read the article orally as well as silently, and a discussion of its content may precede the pupils' independent work with the exercise.

Procedure without Preparatory Books

The pupils may take turns reading aloud from the teacher's Preparatory Book the article "Locomotive Engines — Long Ago and Now." The pupils may follow the directions.

Follow-up

The pupils may read their sentences aloud and compare them with the corresponding paragraphs in the article. In case of error or difference of opinion, the paragraph should be reread.

B. "LET'S TRAVEL ON," PAGES 119-124**Pages 119-124****Objectives**

This selection is intended to extend the pupils' information about origins of everyday things and to continue the development of a sense of historical perspective. The exercises which follow are designed to refine understanding of word meanings and to suggest related activities.

Preparation

Preparatory Book pages 26-27 should be completed before this selection is read.

Reading

Since "The First Locomotives" is an easy selection, the pupils may read it orally after glancing through it to find any words that seem likely to offer difficulty. When they have finished reading the selection, they may do the exercises on page 124.

Follow-up

Answers to the exercise "Matching Words" are:

- | | |
|-----------------------------|------------------------------|
| 1. angry — annoyed | 7. governor — ruler |
| 2. baggage — traveling bags | 8. locomotive — steam engine |
| 3. credit — honor | 9. passenger — traveler |
| 4. design — plan | 10. station — stopping place |
| 5. earliest — first | 11. showered — sprinkled |
| 6. fortunate — lucky | 12. timid — afraid. |

The pupils may read their answers aloud. They may use each of the words in a sentence.

The pupils may give oral talks, telling the class of imaginary rides on an early train in accordance with the suggestion in "Things to Do," Exercise 1.

Pictures found in response to the suggestion in "Things to Do," Exercise 2, should be displayed to the class. Each pupil should be given an opportunity to explain the pictures he shows, and other members of the class should be encouraged to question him for further information.

Preparatory Book page 28 provides further follow-up on "The First Locomotives."

UNIT III — PART 3**A. PREPARATORY BOOK, PAGES 28-31**

(PREPARATION FOR PAGES 125-137 OF "LET'S TRAVEL ON")

Page 28**Objectives**

The exercises on this page provide review of the content and vocabulary of "The First Locomotives" and activities which train the pupils in careful observation of words.

Procedure with Preparatory Books

The teacher may review the word puzzle on Preparatory Book page 4. The pupils may read the directions silently and work out the puzzles independently.

Procedure without Preparatory Books

The teacher may reproduce on the blackboard the diagrams and the word definitions for the two main exercises on this page. The pupils may copy the diagrams on paper and work out the puzzles independently. The questions which appear at the end of the Preparatory Book page may be asked by the teacher.

Follow-up

The pupils may read their answers aloud. In classes without Preparatory Books, if it seems desirable, pupils may take turns filling in the blanks which the teacher has put on the blackboard. Careful attention should be given to correct spelling. The answers to the puzzles are:

1. six
2. train
3. Stevens
4. conductor

5. New York
6. afraid
7. cow

1. wood
2. tender
3. engineer
4. locomotive

5. smokestack
6. Tom Thumb
7. sparks
8. horn

Words which may be given in answer to the questions at the bottom of the Preparatory Book page are:

Two syllables — Stevens, afraid, tender, smokestack

Three syllables — passenger, engineer

Four syllables — locomotive

Page 29**Objectives**

The exercises on this page give further training in the use of the dictionary, with special emphasis upon the use of guide words and diacritical marking. Through these dictionary exercises further review is given of words which were introduced in "The First Locomotives."

Procedure with Preparatory Books

The pupils may read the page silently and work out the exercises; or if it seems desirable, the first few exercises may be read aloud and worked out under the teacher's supervision, after which the pupils may go on independently with the completion of the page.

Procedure without Preparatory Books

The teacher may put on the blackboard the following directions:

1. Find each of these words in the dictionary.
2. Write the two guide words between which you found it.
3. Write the definition of the word.
4. Divide the word into the correct number of syllables.
5. Put the accent mark on the right syllable.
6. Then mark the short and long vowels.

Do these six things for each of the words below:

Melissa	terrified	locomotive
new-fangled	Schenectady	parasol
contraption	dashboard	engineer
studio	stationary	tender

Follow-up

The pupils may read aloud and discuss their completed exercises and use each word in the list given above in a sentence. They may also find and read the passages in "The First Locomotive" in which each word was used. Answers to the exercise are:

<i>Guide Words</i>	<i>Definition</i>	<i>Marking</i>
lumbering, Nero	The name of David's aunt in the story, "The Small Yellow Train."	Me lis'sa
1. new-fangled, pending	New and unusual.	new-fan gled
2. cassareep, contraption	Something new that has been invented or put together for a special use.	con trap'tion

- | | | |
|---------------------------------|--|----------------|
| 3. Solheim, tendril | A working room of an artist. | stu'di o |
| 4. tepid, tweaked | Badly frightened; shocked with fear. | ter'ri fied |
| 5. San Jose, soggy | A city in eastern New York. | Sche nec'ta dy |
| 6. coral, dinette | The front part of a carriage which protects the passengers from mud, rain, or snow. | dash'board |
| 7. Solheim, tendril | Staying in one place; not moving. | sta'tion a ry |
| 8. jutting, lollipop | A steam engine of a train with all its parts. Any machine that can make itself travel. | lo co mo'tive |
| 9. new-fangled,
pending | A small umbrella used to keep off the sun. | par'a sol |
| 10. Dinkelstein,
flourishing | A man who runs an engine; one who designs engines. | en gi neer' |
| 11. Solheim, tendril | In a train, the car carrying fuel and water for the engine. It is behind the locomotive. | ten'der |

Page 30

Objectives

These exercises continue the program in word study. Besides specific practice with words that occur in Reader selections, they develop ability in discerning significant parts of words.

Procedure with Preparatory Books

The pupils may read the page silently and work out the exercise independently.

Procedure without Preparatory Books

The teacher may reproduce the exercise on the blackboard. The pupils may read each incomplete sentence silently and write the completed sentences on their papers.

Follow-up

The pupils may read their answers aloud and discuss them. The pupils may be interested in finding other compound words and using the parts of these words in separate sentences. In working out unfamiliar words which they encounter in reading, the pupils should be encouraged to apply the technique developed on this page.

The teacher should accept as correct any small words that the pupils find in the big words. But she should tell the pupils that one of their choices in each group must be the small word which correctly completes the sentence.

Page 31**Objectives**

The first exercise on page 31, which the pupils are to complete before reading the next story in *Let's Travel On*, continues the work in summarizing and tests comprehension.

Procedure with Preparatory Books

The children may read the article and write a summary of it. The summaries may be compared and the article reread in the event of disagreement.

Procedure without Preparatory Books

The teacher may read aloud the article on page 31 of the Preparatory Book. The children may write a summary of the article. The article may then be reread orally to evaluate the summaries.

B. "LET'S TRAVEL ON," PAGES 125-137**Pages 125-137****Objectives**

Through this selection the pupils are given additional information about the early days of the railroad. In contrast to the preceding

selection, in which emphasis was placed upon factual knowledge, this selection brings out the reactions of contemporary people to a new mode of travel. By means of the selection the pupils may be helped to see the part which unfamiliarity plays in our attitude toward new things and to observe that what is funny at one time may not be funny at another. The exercises which follow the selection provide a check on comprehension and experience in a more complex type of alphabetizing.

Preparation

Preparatory Book pages 28-31 should be completed before this selection is read.

The teacher may introduce this story by asking the pupils to imagine how they would have felt if they could have had a ride on one of the early locomotives.

Reading

Since this selection is both easy and humorous, it is a good one for oral reading. Before the oral reading is begun, the pupils should have an opportunity to read the story silently or at least to skim through it to become familiar with it. In the oral reading each character may be assigned to a pupil, and another pupil may be designated to read the narrative portions. The teacher should encourage the pupils to read the dialogue as it would have been said by the people in the story. Immediately after reading the story, the pupils may read the exercises on pages 136-137 silently and write out the answers.

Follow-up

The correctly completed sentences are:

1. David's father and mother were away on a long voyage.
2. David was very much interested in the small yellow train.
3. Aunt Ann did not like new-fangled affairs.
4. Aunt Melissa thought David asked too many questions.
5. Henry Brown cut a big picture of the train out of black paper.
6. The carriage driver thought no good would come of people shooting around the country like skyrocket.

7. David Matthews was the engineer on the small yellow train.
8. The *De Witt Clinton* was the name of the engine.
9. Cows and horses ran when they saw the train coming.
10. The aunts liked the train better than they expected to.

The alphabetic arrangement of the words in "Things to Do," Exercise 1, is:

carried	safe	table
certain	sentence	tender
cheek.	shelf	thank
cinders	skeleton	ticket
clouds	spark	today
comfortable	squeal	train
crazy	steam	turn
curious	summer	twice

The answers to "Things to Do," Exercise 2, are: comfortable, curious, skeleton.

The pupils may discuss the story and compare the events in it with other information they have secured about early trains.

To promote appreciation of the literary qualities of the story the teacher may ask questions like the following:

Do the people in the story talk as real people do?

Read aloud a speech that seems to you very natural.

Why is this story amusing?

Were these events as funny to the people who took part in them as they are to us?

UNIT III — PART 4

A. PREPARATORY BOOK PAGES 31-32

(PREPARATION FOR PAGES 138-152 OF "LET'S TRAVEL ON")

Page 31

Objectives

The second exercise on the page "Words and Definitions" continues the program in word study and gives advance experience with vocabulary which will be needed in the next Reader selection.

Procedure with Preparatory Books

The words listed at the beginning of the exercise "Words and Definitions" may be read aloud with the teacher's help before the pupils attempt to complete the exercise. In working out this exercise, the pupils should be encouraged to write first the words whose definitions they are sure of. After doing this they may attempt by a process of elimination to fill in the remaining blanks. In syllabifying and marking the words, the pupils may first write each word as they think it should be written, and then check their work by means of the dictionary before writing the final answers in the Preparatory Books.

Procedure without Preparatory Books

The exercise "Words and Definitions" may be reproduced on the blackboard. The pupils may follow the procedure suggested above for classes equipped with individual Preparatory Books, but they will, of course, write their answers on their papers.

Follow-up

To correct their work on the exercise "Words and Definitions" the pupils may either read their answers aloud or check their answers with the blackboard key. The answers are:

1. explorer
2. weeping
3. mackintoshes
4. hardware

5. sulphur
6. patent
7. vulcanizing
8. combination

ěx plōr'ěr
wēep'ing
măck'in tōsh ěs
hard'wāre

sŭl'phur
pă'těnt
vŭl'căn ĩz ĩng
cōm bĭn ā'tion

The pupils should be encouraged to use these words orally, first in sentences composed for the purpose and afterwards in ordinary conversation.

Page 32**Objectives**

This page is to be used in conjunction with the story "Crazy about Rubber," on pages 138-148 of *Let's Travel On*. It gives training in critical reading by means of suggestions which lead the pupils to distinguish between important facts and interesting details and it calls attention to the important divisions of the story.

Procedure with Preparatory Books

The pupils may read aloud with the teacher the first section of this page, stopping at the end of the sentence *We might call this "Part I — Introduction."*

They may then turn to *Let's Travel On* and read silently from the beginning of the story to the fourth paragraph on page 140 as directed. Then they should return to the Preparatory Book to read aloud and to discuss the next portion of the instructions. At this time all answers may be verbal.

In response to the direction to read the rest of the article the pupils may turn again to *Let's Travel On*. From this point on most groups can deal with the remainder of the Preparatory Book page independently; but if it seems necessary, they may continue to read the directions orally and discuss them before carrying them out. They should be encouraged to make careful notes before putting their responses in final form.

Procedure without Preparatory Books

The teacher's Preparatory Book may be passed from one pupil to another. Pupils may take turns reading aloud from the Preparatory Book. The Preparatory Book should be laid aside as each direction to read from the Reader is reached. The reading from the Preparatory Book should be accompanied by whatever oral discussion seems necessary to insure clear understanding. The reading from the Reader should be silent. When all reading directed by the Preparatory Book page has been completed, the pupils may list on a paper the important facts and the interesting details as they are instructed to do.

B. "LET'S TRAVEL ON," PAGES 138-152

Pages 138-151**Objectives**

In this selection the pupils are given information about the early history of an everyday commodity. It should lead them to a better appreciation of the debt which we owe to people of earlier times. The exercises which follow the selection provide a check on the pupils' comprehension and continue the training in the use of the encyclopedia.

Preparation

Preparatory Book page 31 should be completed and the first section of Preparatory Book page 32 should be read (see Manual page 155) before "Crazy about Rubber" is begun.

Reading

This article is to be read in sections as directed by Preparatory Book page 32. The introduction (from the beginning of the story to the fourth paragraph on page 140) should be read silently first. Oral reading and discussion may follow. The remainder of the article should be read silently, and the teacher may use her discretion as to whether oral reading is to follow. The work directed on Preparatory Book page 32 should be completed before the pupils do the exercises on Reader pages 149-151.

Follow-up

Preparatory Book page 32 provides one phase of the follow-up on this article.

The pupils may read aloud their answers to the exercises in *Let's Travel On*, pages 149-50. Answers to "Which Is Right?" are:

- | | |
|------------------------|--------------------|
| 1. Spain | 7. money |
| 2. three hundred years | 8. sulphur |
| 3. raincoats | 9. vulcanizing |
| 4. stiff | 10. patented |
| 5. sticky | 11. stolen |
| 6. Goodyear | 12. fifty thousand |

The pupils should be encouraged to do some of the reading suggested in "Some Books to Read." They should record on "My Reading List" (Preparatory Book page 96 or equivalent chart) interesting books from among those they read.

Page 152

Objectives

By means of this selection the pupils' interest in verse is continued. This poem sums up the theme of the unit.

Reading

The pupils may read the selection silently. Those who are interested in doing so may memorize it and recite it for the class.

Follow-up

The pupils may discuss "Recipe" in relation to the stories which they have read in Unit III and in relation to other biographies with which they have become acquainted.

They may be interested in finding and reading to the class other poems which have a message.

C. PREPARATORY BOOK PAGES 33-34

Page 33

Objectives

This page constitutes a review of the stories in Unit III. It requires recall of content and vocabulary and thoughtful reorganization of information acquired.

Procedure with Preparatory Books

The pupils may read the page silently and work out the exercises independently. They should be encouraged to make notes before attempting to put their answers in final form. They may use *Let's Travel On* and reference books such as the dictionary and the encyclopedia.

Procedure without Preparatory Books

The teacher may reproduce on the blackboard the exercises of the

Preparatory Book page. The pupils may then follow the procedure suggested above for classes equipped with individual Preparatory Books.

Follow-up

The pupils may read their answers aloud and discuss them. Variation of expression in the answers should be accepted so long as the substance is correct. The following answers indicate what may be expected:

1. Before the front seat of an automobile or carriage.
2. (Albany) New York, (Schenectady) New York, (Naugatuck) Connecticut, (New Haven) Connecticut.
3. Yes.
4. Yes.
5. Answers will vary.
6. Sulphur is mixed with the rubber, and the mixture is heated to a certain temperature. After this process rubber is not changed by changes in the weather.
7. Minister.
8. Electricity, automobile, telephone, moving pictures, radio, streamlined train, television, etc.
9. Flatboat, rowboat, sailboat, steamboat, ferryboat, tugboat, ocean liner.
10. Answers will vary.
11. Answers will vary.
12. Answers will vary.
13. *Tom Thumb* and the *De Witt Clinton*.
14. It rubbed out pencil marks.
15. Answers will vary.
16. The steamboat, the locomotive and rubber.

Page 34

Objectives

This page provides further review of the stories in Unit III with special emphasis upon the famous men who figured in the stories.

Procedure with Preparatory Books

The pupils may read the page silently and write their answers to the questions. They should be encouraged to answer as many of the questions as possible without referring to the stories.

Procedure without Preparatory Books

The teacher may reproduce on the blackboard the exercises of the Preparatory Book page. The pupils may follow the procedure suggested above for classes equipped with individual Preparatory Books.

Follow-up

The pupils may read their answers aloud and each answer may be accompanied by the reading of a passage from one of the stories which proves the answer correct. The answers are:

- | | |
|----------------------|-------------------------|
| 1. James Watt | 7. De Witt Clinton |
| 2. Benjamin West | 8. Joseph Priestley |
| 3. Robert Fulton | 9. Cornelius Vanderbilt |
| 4. John Stevens | 10. Charles Goodyear |
| 5. George Stephenson | |
| 6. Peter Cooper | |

Americans

West

Fulton

Stevens

Clinton

Vanderbilt

Cooper

Englishmen

Priestley

Scotchmen

Watt

Stephenson

CHAPTER IX

LESSON PLANS FOR UNIT IV—

"JUST FOR FUN"

Topic

This unit consists largely of humorous selections. The children will have a thoroughly good time in reading them and in working out the related activities. The stories and poems provided in the Reader should suggest the reading of other humorous materials. After each story, the Reader offers suggestions for further reading. These suggestions should be supplemented by others given by the teacher and by the pupils themselves. Opportunities should be provided for telling humorous anecdotes and stories, reading or reciting humorous verse, drawing and coloring illustrations for this material, and drawing cartoons. The purpose of the unit is to direct the children's interests to humor of the better sort, and to aid them in developing good taste in what they consider amusing.

Some of the stories provide adequate opportunity for serious reading and investigation. For example, the delightful story "The Squirrel's Tale," by Christopher Morley, may arouse interest in factual matter concerning squirrels and other animals, or it may influence some further reading about New York City, which is the scene of the story. "Cast Away in a Department Store" may stimulate a desire to know more about floods, their causes, and the steps taken to control them.

"New Shoes" may bring about an investigation of shoe manufacture or a study of foot hygiene. Some pupils might wish, as an outcome of this story, to locate other stories in which a useful lesson is taught through a humorous situation.

Objectives

This unit provides further practice in the reading of verse, informative material, and narrative selections.

Tests of speed, comprehension, and recall are included, and both teacher and pupil are enabled to appraise growth in reading ability. Exercises in selecting topic sentences and in summarizing continue the development of ability to grasp the main ideas of a selection. The pupils are encouraged to use material read as a basis for understanding the technical aspects of rhyme and rhythm and for composing original rhymes and stories. Skill in the use of reference books and other aids to reading is increased by exercises in using the encyclopedia and the card catalogue. The word study program is carried forward by exercises in which the pupils match words and definitions, choose synonyms, use familiar words in new context, work with prefixes, suffixes, and compound words, syllabify and divide words, and mark vowels.

Activities

A prominent activity should be that of exploring the available library facilities for materials related to the topics taken up in the unit. A feature of the work should be the writing of nonsense rhymes, jokes, and short amusing stories, to be read to the class. Provision should also be made to give the pupils practice in telling to the group humorous stories and anecdotes. An excellent activity would be the construction of "Fun Books" in which are written, copied, or pasted humorous verse, stories, pictures, etc. The original compositions may be illustrated. All the pupils may work together to develop one large Fun Book, or individual pupils may make such booklets by themselves. An excellent device is to construct a number of these to be circulated among the members of the class and later to be kept in the classroom library to be made available for other classes.

A dramatization of "New Shoes" or of some other entertaining story will usually prove to be an effective co-operative activity. The work in related activities is usually made more zestful if the unit can be brought to a culmination by giving a program of dramatization, story-telling, and other entertainment to which parents and friends can be invited. This would give effective opportunity also for the exhibiting of the Fun Books and of cartoons and other humorous drawings that have been made.

Books for Children's Reading with Unit IV

The easiest books — those of second-, third-, or fourth-grade difficulty — are marked (a); those of average fifth-grade difficulty are marked (b); those that are somewhat more difficult are marked (c).

AUTHOR	TITLE	PUBLISHER
Atwater, Florence and Richard.	<i>Mr. Popper's Penguins</i> (a-b).	Little.
Bacon, Peggy.	<i>The Lion-hearted Kitten</i> (b-c).	Macmillan.
Bacon, Peggy.	<i>Mercy and the Mouse and Other Stories</i> (b-c).	Macmillan.
Baker, Margaret and Mary.	<i>The Puppy Called Spinach</i> (a).	Dodd.
Baker, Margaret and Mary.	<i>Tell Them Again Tales</i> (b).	Dodd.
Baum, Frank.	<i>The Wizard of Oz</i> (b).	Bobbs.
Bemelmans, Ludwig.	<i>Castle Number Nine</i> (b-c).	Viking.
Bianco, Margery.	<i>The Good Friends</i> (b-c). How some farm animals kept house.	Viking.
Brooks, Walter R.	<i>The Clockwork Twin</i> (b-c).	Knopf.
Brooks, Walter R.	<i>Freddy, the Detective</i> (b-c).	Knopf.
Brooks, Walter R.	<i>The Story of Freginald</i> (b-c).	Knopf.
Carroll, Lewis.	<i>Alice's Adventures in Wonderland</i> (b).	Macmillan.
Carroll, Lewis.	<i>Through the Looking Glass and What Alice Found There</i> (b).	Macmillan.
Collodi, Carlo.	<i>Adventures of Pinocchio</i> (b).	Macmillan.
Craik, D. M.	<i>Adventures of a Brownie</i> (b).	Macmillan.
Daugherty, James.	<i>Andy and the Lion</i> (a).	Viking.
Disney, Walt and Ayer, Jean.	<i>Donald Duck and His Friends</i> (a).	Heath.
Disney, Walt and Ayer, Jean.	<i>Mickey Mouse and His Friends</i> (a).	Nelson.
Disney, Walt and Emerson, Caroline.	<i>School Days in Disneyville</i> (b).	Heath.
Emerson, Caroline.	<i>A Merry-Go-Round of Modern Tales</i> (b).	Dutton.
Ford, Geoffrey.	<i>The Hedgehog's Holiday</i> (b).	Macmillan.
Gag, Wanda.	<i>Millions of Cats</i> (a).	Coward.
Kipling, Rudyard.	<i>Just So Stories</i> (b-c).	Doubleday.
La Rue, Mabel Guinnip.	<i>In Animal Land</i> (a).	Macmillan.
La Rue, Mabel Guinnip.	<i>The Billy Bang Book</i> (a).	Macmillan.

AUTHOR	TITLE	PUBLISHER
La Rue, Mabel Guinnip.	<i>The Tooseys</i> (a).	Nelson.
La Rue, Mabel Guinnip.	<i>Cats for the Tooseys</i> (a).	Nelson.
La Rue, Mabel Guinnip.	<i>Zip, the Toy Mule and Other Stories</i> (a).	Macmillan.
Lofting, Hugh.	<i>The Story of Dr. Dolittle</i> (b).	Stokes.
Lofting, Hugh.	<i>The Voyages of Dr. Dolittle</i> (b-c).	Stokes.
Lofting, Hugh.	<i>Dr. Dolittle's Circus</i> (c).	Stokes.
McCoy, Neely.	<i>The Tale of the Good Cat Jupie</i> (a).	Macmillan.
McCoy, Neely.	<i>Jupie Follows His Tale</i> (a).	Macmillan.
Meadowcroft, Enid L.	<i>The Adventures of Peter Whiffen</i> (b).	Crowell.
Milne, A. A.	<i>Winnie-the-Pooh</i> (b).	Dutton.
Milne, A. A.	<i>The House at Pooh Corner</i> (b).	Dutton.
Morley, Christopher.	<i>I Know a Secret</i> (c).	Lippincott.
Olcott, Frances Jenkins.	<i>Wonder Tales from Windmill Lands</i> (b).	Longmans.
Seuss, Dr.	<i>The 500 Hats of Bartholomew Cubbins</i> (a).	Vanguard.
Seuss, Dr.	<i>The King's Stilts</i> (a).	Random House.
Skinner, Eleanor L. and Ada M.	<i>Merry Tales</i> (b).	Am. Bk.
Wiggin, Kate D. and Smith, Nora A.	<i>Tales of Laughter</i> (b).	Doubleday.
Zwilmeyer, Dikken.	<i>Inger Johanne's Lively Doings</i> (b-c).	Lothrop.

Poems for Use with Unit IV

The numbers following each title indicate the books in which the poem may be found. For the related list of collected poems and anthologies, see Manual pages 296-297.

Anonymous.	'Tis Midnight 46
Belloc, Hilaire.	Jim 47
Belloc, Hilaire.	The Vulture 37, 41
Belloc, Hilaire.	The Yak 36, 37, 40, 41
Benét, Rosemary and Stephen Vincent.	Captain Kidd 5
Bennett, Rowena Bastin.	Meeting the Easter Bunny 35, 37
Borie, Lizbeth Boyd.	Saturday Towels 37

Brown, Beatrice Curtis.	Jonathan Bing's Manners 36
Brown, Beatrice Curtis.	More about Jonathan Bing 36
Burgess, Gelett.	Nonsense Rhymes 41
Carroll, Lewis.	Father William 47
Carroll, Lewis.	The Lobster Quadrille ("Will You Walk a Little Faster?") 36, 37, 38, 46
Carroll, Lewis.	The Walrus and the Carpenter 47
Carryl, Charles E.	Robinson Crusoe's Story 36, 40, 41, 47
Chute, Marchette G.	Dreams 7, 36
Chute, Marchette G.	Fairies 7, 45
Chute, Marchette G.	Timbuctoo 7
De la Mare, Walter.	Miss T 35, 38
De la Mare, Walter.	Tired Tim 40
Field, Eugene.	The Duel 13, 36, 38, 41
Fyleman, Rose.	If Only . . . 37
Gilman, Charlotte P. S.	The Puzzled Centipede 37
Herford, Oliver.	The Snail's Dream 37
Jacques, Florence Page.	There Was Once a Puffin 36
Lear, Edward.	The Owl and the Pussy Cat 35, 36, 37, 38, 40, 41
Lear, Edward.	The Table and the Chair 36, 38, 40, 41
Lindsay, Vachel.	The Potatoes' Dance 35, 40, 44
Meigs, Mildred P.	If I Were a One-Legged Pirate 36
Michaels, Molly.	The Perfect Child, 46
Nash, Ogden.	The Tale of Custard, the Dragon 36
Poulsson, Emilie.	Santa Claus and the Mouse 37
Rands, William Brighty.	Godfrey Gordon Gustavus Gore 40, 41, 47
Turner, Nancy Byrd.	Contrary Mary 41
Wells, Carolyn.	The Mishaps of Gentle Jane 36

Selected Songs for Unit IV

The following is a list of suitable songs selected by Miss Marian Flagg, Director of Music Education, Dallas Public Schools, Dallas, Texas. Following the title of the song is the page on which it appears in one of the five books listed on page 91. The letters following the page number identify the particular book. These identifying letters are repeated on page 91.

Peanut Pickin' Song (U.S.A.)	p. 115	U.F.S.
Peanuts (U.S.A.)	p. 11	A.S.C.
Polly Wolly Doodle (U.S.A., South)	p. 120	N.A.S.B.
Froggie Went A-Courting (U.S.A.)	p. 20	A.S.C.
Billy Boy	p. 24	A.S.C.
Come and Let us Dance (Round)	p. 54	S.T.
Old Dog Tray (Foster)	p. 31	A.S.C.

UNIT IV — PART 1

A. PREPARATORY BOOK PAGES 35-39

(PREPARATION FOR PAGES 153-172 OF "LET'S TRAVEL ON")

Pages 35-36**Objectives**

The article on Preparatory Book page 35 is a test of speed in reading. Comprehension is tested by the exercise "Which Is Right?" on Preparatory Book page 36, and practice in finding the main ideas of a selection is provided by the exercise "Topic Sentences."

Procedure with Preparatory Books

The procedure with the tests of speed and accuracy should be the same as that with earlier tests of these kinds. (Manual pages 92-93.)

After the pupils have completed the tests, they may read silently the exercise "Topic Sentences" and carry out the directions independently. With some groups it may be desirable to have this exercise done orally before the pupils undertake the writing.

Procedure without Preparatory Books

As a substitute for the Preparatory Book tests, the teacher may select a comparable passage from some book available to all pupils and prepare questions based on this selection. The procedure with this material may be the same as that suggested for earlier tests of these kinds. (See Manual pages 93-94.)

When the tests have been completed and the scores recorded, the pupils may take turns reading aloud from the teacher's copy of the Preparatory Book the article "A Carrousel" on Preparatory Book page 35. The exercise "Which Is Right?" on Preparatory Book page 36 may be reproduced on the blackboard. The pupils may read this exercise silently and write their answers on paper.

The exercise "Topic Sentences" may be read aloud from the teacher's Preparatory Book. The pupils may give verbal responses. After the oral work with this exercise the teacher may prepare a

similar exercise based on the article used as a test, and the pupils may give their responses in writing.

Follow-up

Books may be exchanged and the pupils may read aloud answers to the exercise "Which Is Right?". The answers are:

- | | |
|----------------|----------------------|
| 1. tournaments | 6. horsemanship |
| 2. lances | 7. carrousel |
| 3. armor | 8. expensive |
| 4. a circus | 9. two hundred years |
| 5. injured | 10. electricity |

After the exercise has been marked and scored, the books may be returned to their owners and the proper entries made on the charts on Preparatory Book pages 91 and 94. Pupils without Preparatory Books may follow the same procedure in checking the exercise which they have answered on paper.

If it seems desirable, the article on Preparatory Book page 35 may be reread orally and discussed. There may be further discussion of tournaments if the children show interest in this subject. Pictures of tournament scenes and of armor may be looked up to be shown in the classroom.

The pupils may read aloud and compare their responses to the exercise "Topic Sentences." The responses which the pupils are expected to select are:

Paragraph 2. Many, many years ago in France and England people used to go to tournaments for amusement.

Paragraph 3. After a time a new and safer kind of tournament was planned.

Paragraph 4. The last sentence.

Page 37

Objectives

These exercises give advance experience with words which occur in the next group of Reader selections. The program in word study is carried forward by exercises in which the pupils work out word meanings from context, note long and short vowel sounds, and divide words into syllables.

Procedure with Preparatory Books

With the teacher's help the pupils may pronounce each of the italicized words in "Words and Definitions" and the word lists of the two other exercises. The pupils should be encouraged to refer to the Short Dictionary or the regular classroom dictionary for assistance with the pronunciation. Slow groups may need to work out the entire first exercise orally. With most groups, however, the oral pronunciation of the words will be sufficient, and the remainder of the page can be done independently.

Procedure without Preparatory Books

The teacher may reproduce the exercises of this page on the blackboard. The pupils' procedure may be similar to that directed above for classes equipped with Preparatory Books, but they will write their answers on paper.

Follow-up

The pupils may read aloud their answers to "Words and Definitions" and "Long and Short Vowels." The following are satisfactory answers:

Words and Definitions

1. Pastime.
2. Small dining room.
3. A game.
4. Having short sharp turns.
5. A shining decoration.
6. A building material which holds bricks or stones together.
7. Wife.
8. A body of soldiers.

Long and Short Vowels

bane	tinsel
agile	soggy
trinkets	score
cement	cornucopia
dinette	scuttled

For the exercise in syllabication the teacher may write a key on the blackboard, and the pupils may correct their work by comparing it with the blackboard key given below.

un a mi a ble

cam bric

es car got

re proach ful ly

scam pers

tan trum

in dig nant

Preparatory Book page 38

Objectives

The work with this page should further the pupils' interest in and knowledge of rhymes and rhyming words. Work of this type is effective for promoting phonetic ability.

Procedure with Preparatory Books

The teacher may tell the pupils to read the entire page before doing any one of the exercises unless they can complete the rhymes without hesitation. It may be a good plan to start by having the first rhyme read orally. The teacher should make sure that the pupils see the joke. The teacher may explain that a rhyme of this kind is called a limerick. After the pupils have read the whole page, they may reread the rhymes and write their own rhymes. If it seems advisable, the drawings may be left until all the rhymes have been completed.

Procedure without Preparatory Books

The teacher or one of the pupils may read aloud from the teacher's Preparatory Book the first rhyme and show the accompanying picture. Rhyme 2 may be written on the blackboard, and the pupils may be directed to copy it and fill the blanks with rhyming words or phrases. They should allow space enough for an illustration on the paper on which they write Rhyme 2. The procedure with the rhymes may be the same as that directed above for classes equipped with Preparatory Books.

Follow-up

The completed rhymes may be read aloud. Although any suitable rhyming words should be accepted, those expected are *blue*, *queer*, and *do*.

The drawings made should also be exhibited. In classes equipped with Preparatory Books the open books may be set up along the blackboard ledge to show the pictures.

After the pupils have completed the work with these rhymes, they should be given an opportunity to find or write other rhyming material to be read to the class. Possibly a class book of original rhymes and drawings may be developed.

Page 39

Objectives

"The Riverside Squirrels" provides an introduction to the next Reader story, "The Squirrel's Tale." The exercises which follow the article provide further practice in summarizing and outlining and give incentives for original composition.

Procedure with Preparatory Books

The pupils may read the articles silently and then orally. If it seems desirable, they may give the summary orally before attempting to write it. Several pupils should be invited to give their summaries so that these may be compared and evaluated. This comparison should bring out the fact that summaries comprise only the most important ideas of a selection. If conditions warrant, this oral work may be omitted, and the pupils may proceed immediately after the reading of the selection with their writing of the summary.

The directions for the second exercise may be read aloud, and the teacher should make sure that the pupils clearly understand these directions. In most cases preliminary discussion should be limited so that an element of surprise may be retained in the responses. If necessary the teacher may move about the room while the pupils are working in order to give them any help they may need.

Procedure without Preparatory Books

Pupils may take turns reading "The Riverside Squirrels" aloud from the teacher's Preparatory Book. Directions for the two exercises may be given verbally by the teacher, and the pupils may proceed as suggested above.

Follow-up

The pupils may read their responses orally and discuss one another's offerings.

B. "LET'S TRAVEL ON," PAGES 153-172

Pages 153-155**Objectives**

This selection provides further opportunity for the reading of pleasant verse. Because of its humorous character it gives the key-note for the amusing stories which follow.

Preparation

Preparatory Book pages 35-39 should be completed before this selection and the following one are read.

The pupils may note the title of this chapter and read the poem on page 153. They may leaf through the pages to observe the amusing illustrations.

Reading

The pupils may read the poem on pages 154 and 155 silently. If some of the pupils wish to memorize it, they may do so and recite it to the class.

Follow-up

Some of the pupils may be interested in composing original humorous or nonsense jingles. Other pupils may like to invent episodes in the life of Benjamin Jones and his spouse, particularly some which tell of their life in the house which Benjamin built.

The pupils should be encouraged to find and read to the class other amusing poems.

Pages 156-172**Objectives**

"The Squirrel's Tale" gives the pupils opportunity for further reading for enjoyment. The exercises which follow develop ability in reading to note details and in using encyclopedias, card catalogues, and other reference material.

Preparation

Preparatory Book pages 35-39 provide background information and advance experience with the vocabulary of this story.

The pupils should notice the name of the story. Perhaps some of them will note the pun in the title.

Reading

Bright or average pupils can read the entire story silently, asking quietly any necessary questions. Very slow pupils may read each part and discuss it before going on to the next.

When the pupils have completed the reading of the story, they may proceed at once to the exercises on pages 171-172. Answers to "Find the Right Ending" and "Things to Do," Section 2, may be written on paper. The library activities suggested in "Things to Do" may be carried out at the first convenient opportunity. The pupils should be urged to attempt to decide upon the endings for the first exercise without looking back at the story.

Follow-up

The teacher may put on the blackboard a key by which the pupils can check their work with "Find the Right Ending." The key should be as follows:

1. C	4. E	7. H	10. B
2. L	5. G	8. I	11. F
3. K	6. J	9. A	12. D

The pupils may read aloud the complete sentences.

After the pupils have had an opportunity to locate information about Christopher Morley as suggested in "Things to Do," Section 1, they may make oral reports to the class.

To check "Things to Do," Section 2, the teacher may give to the pupils the alphabetic list of authors' names as follows:

Bacon, Peggy	Dick, Trella
Brooks, Walter	Field, Rachel
Coatsworth, Elizabeth	Morley, Christopher
Dalglish, Alice	Roberts, Charles

Some of the pupils may look for information about the authors in this list. *The Junior Book of Authors* is a good source for this purpose.

The pupils may enjoy reading "The Squirrel's Tale" aloud in order to share its humor. While one pupil is reading to the class, the books of the other pupils should remain closed so that full attention may be given to the person reading.

The pupils may consider "Some Books to Read," on pages 170-171. Those who have read any of the books mentioned may report on them. The teacher may mention also the names of other appropriate books, and the pupils may attempt to find additional humorous stories.

The reading of "The Squirrel's Tale," may lead some of the children to seek further information about New York City, and others may wish to collect facts about squirrels. Pupils who explore these and other related fields should be given an opportunity to report their findings to the class.

UNIT IV — PART 2

A. PREPARATORY BOOK PAGES 40-42

(PREPARATION FOR PAGES 173-194 OF "LET'S TRAVEL ON")

Page 40

Objectives

This page gives further training in working out word meanings and provides advance experience with the vocabulary of a coming Reader selection.

Procedure with Preparatory Books

With the help of the teacher the pupils may pronounce the words listed at the beginning of this page. They should be encouraged to refer to the dictionary for help with both pronunciation and meaning. The body of the exercise may be worked out independently by the pupils. The teacher may suggest that they begin by writing in the proper blanks words of which the meaning is certain to them. With the help of the dictionary they may then fill in the remaining blanks.

Procedure without Preparatory Books

The teacher may reproduce the Preparatory Book exercises on the blackboard. The pupils may number a paper to correspond with the definitions and proceed as directed above for pupils equipped with Preparatory Books.

Follow-up

The pupils may read aloud their responses. The arrangement of words to correspond with the definitions is:

- | | |
|-------------------|------------------|
| 1. compel | 9. pending |
| 2. current | 10. refuge |
| 3. breezily | 11. refrigerator |
| 4. davenport | 12. slacks off |
| 5. elegant | 13. superior |
| 6. cinnamon | 14. tour |
| 7. cross-currents | 15. whimper |
| 8. deserted | |

Page 41**Objectives**

This page provides experience with the prefixes *un-*, *dis-*, *mis-*, *pre-*, *pro-*, *con-*. Besides acquainting the pupils with these specific prefixes, the exercise increases sensitivity to significant parts of words. Familiar words are reviewed, and advance experience is provided with words which will occur in the next Reader selection.

Procedure with Preparatory Books

Most pupils should read this page silently and work out the exercise independently. With slow pupils it may be desirable to have the pupils pronounce the words aloud with the teacher's assistance. After this preparation they may proceed independently with the written work.

Procedure without Preparatory Books

The teacher may reproduce on the blackboard the list of words from the Preparatory Book page. She may instruct the pupils to

prepare a paper with blanks similar to the divisions shown on the Preparatory Book page. The procedure with this blackboard material may be the same as that directed above for pupils equipped with Preparatory Books.

Follow-up

The pupils may read their completed work aloud. The correct arrangement of the words is:

UN	DIS	MIS
unusual	disgraceful	mistake
undid	disturbed	misplace
unfortunate	disgust	misfortune
unhappy	distinct	mispronounce
unpleasant	disguised	
unless	dismay	
unkind		

PRE	PRO	CON
prepare	pronounce	constant
present	provide	content
precision	protest	conquer
prevent	promote	consider
predict	provoking	control
	prolong	conceal
		confine
		contact

The pupils may use some or all of these words in sentences. Any meanings which are not clear should be looked up in the dictionary. The pupils may note that *present* may be pronounced in two different ways and that each pronunciation has a different meaning. They may note similar differences in *protest*, and *content*.

Pupils who need further training in alphabetizing may arrange the words in each group in alphabetic order.

Page 42**Objectives**

This page is designed to develop the pupils' skill in word analysis by making them aware of common suffixes. It provides review of familiar words and advance experience with new words which will occur in coming Reader selections. The last part of the page provides an opportunity for an original composition and gives experience in extending material read.

Procedure with Preparatory Books

The pupils may read the directions aloud and pronounce the words listed. They may then work independently on the exercises in classifying words. This section of the page should be completed and corrected before the pupils read "Cast Away in a Department Store."

After the pupils have read the Reader selection, they should return to the Preparatory Book page and carry out the suggestion to write a sequel. With slow groups this sequel may be discussed before the pupils attempt to write it. Bright and average pupils may set to work at once after reading the directions. In all cases an attempt should be made to promote individuality in the responses and to preserve an element of surprise. The teacher should realize that the quality of the sequels will vary according to each pupil's imaginativeness and command of language.

Procedure without Preparatory Books

The teacher may list on the blackboard the words given on the Preparatory Book page. She may explain verbally what is required or have one of the pupils read aloud the Preparatory Book directions for the first exercise. The pupils may prepare a paper with blanks like those in the Preparatory Book. The procedure may be similar to that directed above for classes equipped with Preparatory Books.

The suggestion to write a sequel to "Cast Away in a Department Store" may be given verbally. The teacher should note the comments made on this activity in the preceding section of these lesson plans.

Follow-up

The correction and follow-up for the exercise on word endings may be similar to that suggested for Preparatory Book, page 41. The correct arrangement of words is:

-NESS	-FUL	-SION
happiness	hopeful	precision
swiftness	peaceful	expression
sickness	spiteful	explosion
illness	wonderful	permission
goodness	awful	passion
highness	doubtful	
-TION	-LESS	-ERN
aviation	cheerless	southern
action	useless	western
attention	hopeless	northern
invitation	doubtless	eastern
	measureless	

The pupils may note the meaning of the suffixes *ness*, *less*, *ern*, *ful*, and they may pick out the root word in each of the words containing one of these suffixes.

After reading "Cast Away in a Department Store" and writing their sequels to it, the pupils may read these sequels aloud. The reading of these sequels should be made a thoroughly enjoyable occasion. The teacher should inspect the pupils' written versions of the sequels.

B. "LET'S TRAVEL ON," PAGES 173-194"

Pages 173-194**Objectives**

This selection gives the pupils an opportunity to read another humorous story. The exercises which follow it give additional experience with words which occur in the story, suggestions for related reading and discussion, practice in syllabication, and rules for the correct division of words. An exercise on Preparatory Book page 42 suggests the writing of a sequel to the Reader selection.

Preparation

Preparatory Book pages 40-42 give preparation for the reading of this story and should be completed before the reading is begun.

Reading

This story is a good one for oral reading. The pupils may first glance through the story to get a general idea of its content and to locate any passages which might offer difficulty. After this preliminary skimming they may take turns in reading aloud. While one pupil is reading, the books of the other pupils should remain closed so that full attention may be given to the person reading. Immediately after the oral reading the pupils may work out the exercise "Fill the Spaces," on pages 193-194. When they are not sure of the meaning of a word, they may look back in the story to see how that word is used there and they may, in addition, refer to the dictionary if it is necessary.

The exercise "Things to Do" may be reserved for oral discussion in the course of the follow-up work.

Follow-up

The teacher or one of the pupils may read the correct word order for the exercise "Fill the Spaces." Each pupil may check his work. The correct order is:

- | | |
|----------------|-------------------|
| 1. modest | 9. spouse |
| 2. accent | 10. lapping |
| 3. compel | 11. cross-current |
| 4. embarrassed | 12. whimper |
| 5. pillars | 13. refrigerator |
| 6. patent | 14. distinct |
| 7. rescued | 15. detective |
| 8. poultry | |

After they have checked their work, the pupils may read aloud the complete sentences. Differences of opinion may be discussed at this time and misunderstandings cleared up.

"Things to Do" may be read orally and answers given verbally.

The pupils may be interested in finding information and stories relating to floods. Some of them may want to explore this topic rather fully. If the interest of the group warrants it, time should be allowed for oral reports. It would be interesting to compare "Cast Away in a Department Store" with factual accounts of the experiences of flood victims and to determine which portions of the story might be true and which portions are purely imaginary.

UNIT IV—PART 3

A. PREPARATORY BOOK PAGES 43-44

(PREPARATION FOR PAGES 195-208 OF "LET'S TRAVEL ON")

Page 43

Objectives

The exercises on this page should increase the pupils' enjoyment of poetry by helping them to understand rhythm as well as rhyme. The completion of the rhyme will develop further phonetic skill by making the pupils more keenly aware of similarity in sounds. The work with this page should be an incentive to the pupils to read and to write rhymes.

Procedure with Preparatory Books

The pupils may first read page 43 silently. Most groups can then proceed independently with the completion of the rhymes. With some classes, however, it may be well to discuss the introductory paragraphs and also to explain, if this is not clear, that more than one word is needed to fill most of the blank lines in the poem. If the group is a slow one and the pupils cannot form rhymes easily, the exercise may be an oral one with various children suggesting rhyming endings until one is found good enough to write down. It is much more important that the children should be interested in this exercise and enjoy it than that there should be a great deal of individual effort.

Procedure without Preparatory Books

The teacher may reproduce on the blackboard the rhyme to be completed. She may then discuss rhyme and rhythm with the children, reading them the two examples from page 43 to find which they like better. Most groups may then copy the rhyme from the blackboard and supply the words needed. With groups for whom this independent work seems impracticable, the procedure may be the same as that suggested above for classes equipped with individual Preparatory Books.

Follow-up

The completed rhyme may be read aloud. Where the rhymes have been completed through co-operative effort, the reading may be done in unison. If the pupils have worked independently, various pupils may read their versions aloud, and the class may discuss these offerings. The discussions should serve to bring about a better understanding of both rhythm and rhyme. Care should be taken, however, that no pupil is unkindly criticized.

The following words or phrases would be satisfactory for the completion of the lines:

a doorway	thought of that
and prance	and tea
more fat	nor dinner
reduce	lemonade
a smile	fell in

The pupils should be encouraged to write original jingles. Some of the best of these might be included in the class book of humorous verse which was suggested in connection with page 38.

Page 44**Objectives**

This page continues the training in word analysis by calling attention to familiar parts in words. It also gives review and advance experience with words which occur in Reader selections.

Procedure with Preparatory Books

Most groups can read the page silently and work out the exercises independently. With slow groups it may be desirable for the pupils to pronounce orally some or all of the words before work with the exercises is attempted.

Procedure without Preparatory Books

The teacher may reproduce on the blackboard the exercises of the Preparatory Book page. The procedure may be the same as that directed above except that the pupils will write their answers on paper.

Follow-up

The pupils may read their completed work aloud. The answers expected are listed below. The teacher should warn the children that although they may find several small words in the big words they should choose the ones which correctly fill the blanks in the sentences.

clothes	corn	witch
line	pop	be
way	mint	some
door	pepper	tire
crop	sun	care
out	rise	foot

B. "LET'S TRAVEL ON," PAGES 195-208**Pages 195-196****Objectives**

This selection provides for further reading of humorous verse and provides an opportunity for choral reading.

Preparation

Preparatory Book pages 43-44 should be completed before this section of the Reader is begun.

Reading

The pupils may first read the poem silently. The teacher may then suggest that the poem be read aloud in chorus as directed on

Reader page 195 and invite the pupils to ask for help in clearing up any difficulties they may have encountered. When all questions have been answered, the pupils may read the poem aloud together with the teacher or one of the better readers leading. This should be done several times until a pleasant, well-timed, and expressive reading is attained.

Follow-up

If the pupils have enjoyed the choral reading of "Ragged Robin," similar activities with other poems may be undertaken. The pupils should be helped to develop standards for the selection of poems for choral reading.

Pages 197-207

Objectives

This selection offers further opportunity for the reading of pleasant, easy narrative material. It is a good selection for oral reading and one which may promote discussion of the useful lessons often learned from humorous stories and poems.

The first of the exercises which follow gives further experience with words which have been met in the Reader and further training in identifying synonyms. Other exercises encourage the children to compose original stories and foster interest in authors whose works have been brought to the pupils' attention.

Reading

Since this story is an easy one, the pupils may skim through it to become acquainted with its content and to locate any possible difficulties. They may then take turns reading the story aloud, observing the suggestion which has already been made to give undivided attention to the person reading.

A discussion of the underlying message of the story may immediately follow the reading.

After the discussion the pupils may work out the exercise "Matching Words," prepare for the story-telling suggested in "Things to Do," Section 1, and alphabetize the names of authors as directed in "Things to Do," Section 2.

Follow-up

The pupils may read aloud their answers to "Matching Words." The correct answers are:

- | | |
|--------------|--------------|
| 1. deceiving | 6. happiness |
| 2. laughing | 7. fat |
| 3. stuck | 8. pool |
| 4. greatly | 9. unkind |
| 5. package | 10. noise |

The pupils may discuss other meanings of these words as noted in the concluding paragraph of the exercise. They may find synonyms for some of the rejected words in the exercise. They may compose sentences using words from the list and they should be encouraged to find occasions for using in their conversations these and other words studied.

Opportunity should be allowed for the pupils to tell the stories composed in response to the direction in "Things to Do," Section 1. Some of the pupils may like to draw pictures illustrating the stories, and others may wish to write out the stories for posting on the bulletin board or inclusion in a class booklet.

The pupils may read aloud their answers to "Things to Do," Section 2. The correct alphabetic order of the names is:

Bacon, Peggy, *The Terrible Nuisance*.
Brooks, Walter R., *The Clockwork Twin*.
Bunn, Harriet F., *Circus Boy*.
Dalglish, Alice, *America Travels*.
La Rue, Mabel Guinnip, *Hoot Owl*.
Lent, Henry B., *Clear Track Ahead*.
Patch, Edith M., *Holiday Pond*.

From this time on the pupils should be encouraged to use this standard form in compiling lists of authors and titles.

Other books of humorous stories such as those suggested in "Some Books to Read" should be made available to the class, and the pupils may read aloud to their companions stories which they have enjoyed.

Each pupil should record some of the books read on Preparatory Book page 96 or, in the case of pupils without Preparatory Books, on a similar chart.

Page 208

Objectives

The pupils are here given another opportunity to read verse. With the help of the Preparatory Book exercises they should now have a fairly good appreciation of rhythm. The selection is one which lends itself to choral reading or speaking.

Reading

The pupils may first read the poem silently. Before the reading the teacher may suggest that they note the pleasing rhythm of the lines. After the silent reading the poem may be read aloud in chorus. For another reading the class may be divided into three groups or choirs. Each group should include pupils whose voices blend harmoniously. Choir 1 may read the first two lines. Choir 2 may read Lines 3 to 10. Choir 1 may read Line 11, and Choir 3 may give the final line.

Follow-up

Other poems may be read in the manner suggested above. Poems for this purpose may be selected by the pupils themselves and they should have a part in planning the number of choirs needed, the part to be spoken by each, and the character of the expression to be used by each choir.

C. PREPARATORY BOOK PAGE 45

Page 45

Objectives

This page reviews the content and tests recall of the stories in Unit IV. The last section again calls attention to authors and titles.

Procedure with Preparatory Books

The pupils may read the page silently and answer the questions in writing. They should be urged to attempt to answer the questions without looking back at the stories, although they should realize that it is better to refer to the book and secure an accurate answer than to attempt to dispense with the book and produce an incorrect answer.

Procedure without Preparatory Books

The teacher may read aloud from the Preparatory Books each of the numbered passages. At the end of each passage she may pause to allow time for the pupils to write their answers. The class should observe the suggestions given above regarding the use of the Readers.

Follow-up

The pupils may read their answers aloud. As each answer is read, a pupil may locate the corresponding passage in *Let's Travel On* and read it aloud to confirm the choice. The correct answers are:

1. Budget in "The Squirrel's Tale."
2. Georgie in "Cast Away in a Department Store."
3. The peddler in "New Shoes."
4. Ronald in "Cast Away in a Department Store."
5. Farmer Gruffenuff in "New Shoes."
6. Adoniram in "Cast Away in a Department Store."
7. Miss Gossip in "New Shoes."
8. Jinx in "Cast Away in a Department Store."
9. Freddy in "Cast Away in a Department Store."
10. Tommy in "New Shoes."
11. Larry in "New Shoes."
12. Ronald in "Cast Away in a Department Store."

If it seems either necessary or desirable, some of the stories in this unit may be reread.

CHAPTER X

LESSON PLANS FOR UNIT V—

“CHILDREN IN OTHER LANDS”

Topic

Part V of *Let's Travel On* contains four stories dealing with life in other countries. The stories are based on life in France, Norway, Syria, and British Guiana, and through reading them the pupil should become interested in learning about the daily life of people in other countries, and in comparing life in those countries with life in his own community. While the pupil should be encouraged to observe the interesting and novel customs in lands other than his own, his attention should be directed toward the fundamental similarity of human nature the world over. Care should be taken that he does not look upon ways of living which are strange to him as merely queer or amusing, and he should be helped to see the part played by climate, natural resources, and economic conditions in determining folkways.

The pupils should be provided with ample reading materials relating to the countries referred to in the unit and to other foreign countries, also. They should be permitted to follow their preferences in the choice of supplementary reading related to the topic.

The unit also gives occasion for the reading of geographies, books of travel, and other materials dealing with foreign lands.

Objectives

This unit provides practice in reading informative-narrative selections and geographical materials. Training in map study and interpretation is given, and the pupil is helped to use geographical information as a background for other reading. Reading is done for such varied and exacting purposes as the following: to answer questions, to make comparisons, to locate information, to select the main ideas,

to find details, and to follow directions. Training is given in the use of reference materials, in studying illustrations to secure factual information, and in distinguishing the parts of a book. Many incentives for rereading and skimming are offered.

Word study activities include exercises in matching words and definitions, syllabication, selecting words which describe a character, determining antonyms, marking vowels, and pronouncing foreign words.

The unit includes tests of speed, comprehension, and recall.

Activities

Before each story is read, the country to which the story relates should be located on a globe or map, and the pupils may locate each new country they have occasion to consider with reference to others with which they have dealt in some of the earlier work.

A trip could be planned to include each country studied, and the various routes that could be taken might be discussed. If any child in the group has been on a foreign tour, he should be encouraged to relate his experiences. If some person in the community who has traveled widely could be induced to visit the class, the pupils' interest would be sharpened by hearing about his travels.

If the relatives of some of the pupils have pictures, books, characteristic costumes, or other articles from any of the countries being studied and are willing to lend them, these can perhaps be borrowed for display. Games, dances, and songs characteristic of the countries under consideration might be learned by the children as a part of their work in physical training and music.

An illustrated book of pictures, informational material, stories, poems, etc. about a particular country or group of countries might be developed. Each child might make his own book, or a group might work together to make a large one. Pictures and descriptions sent out by travel bureaus will be found useful.

The materials available in the local museum, the zoological garden, and the libraries should be utilized. If the community has stores or shops dealing in materials from some of the countries under consideration, they should be visited if possible.

If the class includes children of foreign parentage, they may be encouraged to assemble information relating to the country of their ancestry and report on it to the class. Parents of such children may be invited to tell the class about their native land and to give samples of their native tongue. The class should be helped to recognize the contributions which people of other lands have made to our country, and the child of non-American background should be made to feel that he has much to offer which is interesting.

The pupils may find out the nationalities which took part in the settlement and development of their own community and determine whether any features of their local life are influenced by these people.

An interesting list could be made of the nationalities represented by the members of the class, either personally or through their immediate ancestry.

The unit might culminate in an "All-Nations" party or play. Each child might dress in the costume of a particular country and contribute a song, poem, dance, or story characteristic of that country. In the case of a party, refreshments might consist of interesting and easily prepared national dishes. Mothers are frequently glad to contribute or prepare the food for such an enterprise.

Books for Children's Reading with Unit V

The easiest books — those of second-, third-, or fourth-grade difficulty — are marked (a); those of average fifth-grade difficulty are marked (b); those that are somewhat more difficult are marked (c).

AUTHOR	TITLE	PUBLISHER
Bose, Irene Mott.	<i>Totaram</i> (b). India.	Macmillan.
Brann, Esther.	<i>Nanette of the Wooden Shoes</i> (b-c). France.	Macmillan.
Brann, Esther.	<i>Nicolina</i> (b). Italy.	Macmillan.
Burglon, Nora.	<i>Children of the Soil: A Story of Scandanavia</i> (b-c).	Doubleday.
Chevalier, Ragnhild.	<i>Wandering Monday and Other Days in Old Bergen</i> (b-c). Norway.	Macmillan.
Coatsworth, Elizabeth.	<i>The Boy with the Parrot</i> (b). Guatemala.	Macmillan.
Crichton, F. E	<i>Peep-in-the-World</i> (b-c). Germany.	Longmans.

AUTHOR	TITLE	PUBLISHER
Crockett, Lucy Herndon.	<i>Lucio and His Nuong: A Tale of the Philippine Islands</i> (b).	Holt.
D' Aulaire, Ingri and Edgar P.	<i>Children of the Northlights</i> (a-b). Lapland.	Viking.
Desmond, Alice.	<i>The Lucky Llama</i> (b). Peru.	Macmillan.
Eskridge, Robert Lee.	<i>South Sea Playmates</i> (b).	Bobbs.
Hader, Berta and Elmer.	<i>Green and Gold. The Story of the Banana</i> (b). South America — where bananas grow.	Macmillan.
Hader, Berta and Elmer.	<i>Jamaica Johnny</i> (b). A little black boy on the island of Jamaica.	Macmillan.
Hamsun, Marie.	<i>Norwegian Farm</i> (b).	Lippincott.
Handforth, Thomas.	<i>Mei Li</i> (a). China.	Doubleday.
Hedrick, Elinor and Van Noy, Kathryne.	<i>Kites and Kimonos</i> (a). Japan.	Macmillan.
Hill, Helen and Maxwell, Violet.	<i>Little Tonino</i> (b). Provence.	Macmillan.
Hudson, William.	<i>A Little Boy Lost</i> (b). Martin was lost on the South American pampas.	Knopf.
King, Marian.	<i>A Boy of Poland</i> (c).	Albert Whitman.
Lee, Melicent Humason.	<i>Children of Banana Land</i> (b). Honduras.	Crowell.
Lee, Melicent Humason.	<i>Marcos</i> (b). Mexico.	Crowell.
Miller, Elizabeth C.	<i>Children of the Mountain Eagle</i> (b). Albania.	Doubleday.
Mirza, Youel B.	<i>Myself When Young: A Boy in Persia</i> (c).	Doubleday.
Moore, Nelle E.	<i>Near the Top of the World: Stories of Norway, Sweden, and Denmark</i> (b-c).	Scribner.
Palm, Amy.	<i>Wanda and Greta of Broby Farm</i> (b-c). Sweden.	Longmans.
Perkins, Lucy Fitch.	<i>The Dutch Twins</i> (a-b).	Houghton.
Perkins, Lucy Fitch.	<i>The Eskimo Twins</i> (b).	Houghton.
Perkins, Lucy Fitch.	<i>The Farm Twins</i> (b).	Houghton.

AUTHOR	TITLE	PUBLISHER
Perkins, Lucy Fitch.	<i>The French Twins</i> (b).	Houghton.
Perkins, Lucy Fitch.	<i>The Irish Twins</i> (b).	Houghton.
Perkins, Lucy Fitch.	<i>The Japanese Twins</i> (b).	Houghton.
Perkins, Lucy Fitch.	<i>The Mexican Twins</i> (b).	Houghton.
Perkins, Lucy Fitch.	<i>The Norwegian Twins</i> (b).	Houghton.
Petersham, Maud and Miska.	<i>Miki</i> (a). Hungary.	Doubleday.
Purnell, Idella.	<i>Little Yusuf</i> (b). Syria.	Macmillan.
Rowe, Dorothy.	<i>The Begging Deer and Other Stories of Japanese Children</i> (b). Japan.	Macmillan.
Rowe, Dorothy.	<i>The Moon's Birthday</i> (a-b). China.	Macmillan.
Rowe, Dorothy.	<i>The Rabbit Lantern and Other Stories of Chinese Children</i> (a-b). China.	Macmillan.
Rowe, Dorothy.	<i>Traveling Shops</i> (b). China.	Macmillan.
Schram, Constance W.	<i>Olaf, Lofoten Fisherman</i> (b-c). Norway.	Longmans.
Spyri, Johanna.	<i>Moni the Goat Boy and Other Stories</i> (b). Switzerland.	Ginn.
Steen, Elizabeth.	<i>Red Jungle Boy</i> (b-c). Jungles of Brazil.	Harcourt.
Stefansson, V. and Schwartz, J. A.	<i>Northward Ho!</i> (c). Life with the Eskimo.	Macmillan.
Tee-Van, Helen Damrosch.	<i>Red Howling Monkey</i> (b-c). Jungles of British Guiana.	Macmillan.
Thomas, Margaret L.	<i>Paulo in the Chilean Desert</i> (b).	Bobbs.
Tietjens, Eunice S.	<i>Boy of the South Seas</i> (b-c). Polynesia.	Coward.
Van Stockum, Hilda.	<i>A Day on Skates: The Story of a Dutch Picnic</i> (b).	Harper.
Wiese, Kurt.	<i>The Chinese Ink Stick</i> (b).	Doubleday.
Wiese, Kurt.	<i>Liang and Lo</i> (a). China.	Doubleday.
Wood, Esther.	<i>Pedro's Coconut Skates</i> (b). The Philippines.	Longmans.
Zwilmeyer, Dikken.	<i>Inger Johanne's Lively Doings</i> (b-c.) Norway.	Lothrop.
Zwilmeyer, Dikken.	<i>Johnny Blossom</i> (b). Norway.	Pilgrim Press.

Poems for Use with Unit V

The numbers following each title indicate the books in which the poem may be found. For the related list of collected poems and anthologies, see Manual pages 296-297.

Allingham, William.	Homeward Bound 41
Anonymous.	Gaelic Lullaby 38
Anonymous.	The Little Toy Land of the Dutch 40
Anonymous.	A Catch by the Hearth (Old English) 38
Bashford, Henry H.	Parliament Hill (London) 40, 44
Browning, Robert.	The Year's at the Spring (also called "Pippa's Song") (Italy) 36, 38, 40, 41, 42, 43
Chute, Marchette G.	Principal Exports 7
Chute, Marchette G.	Timbuctoo 7
Colum, Padriac.	An Old Woman of the Roads (Ireland) 40, 43, 44
Divine, Charles.	Little Senorita (Spain) 40
Drinkwater, John	The Wagon in the Barn (England) 45
Field, Eugene.	Norse Lullaby 13, 35, 36, 40
Field, Rachel.	In the Japanese Garden 15
Fyleman, Rose.	Temple Bar (London) 37
Fyleman, Rose.	There Are No Wolves in England Now 37
Fyleman, Rose.	Trafalgar Square (London) 37
Fyleman, Rose.	Yesterday in Oxford Street (London) 36, 46
Headland, I. T., Jr.	A Chinese Nursery Rhyme 37, 38
Hoatson, Florence.	Hyde Park (London) 36
Kingsley, Charles.	The Sands of Dee (England) 40, 43
McCrae, John.	In Flanders Fields (France) 40, 44
Naidu, Sarojini.	Cradle Song (India) 38, 40, 45
Naidu, Sarojini.	Palanquin Bearers (India) 45
O'Brien, Edward J.	Irish 45
O'Neill, Moira.	Grace for Light (Ireland) 43, 44
Reese, Lizette Woodworth.	The Good Joan (France) 40, 44
Southey, Robert.	The Battle of Blenheim (sometimes called "After Blenheim") (Germany) 41, 43
Stevenson, Robert Louis.	Foreign Children 27, 40, 46
Stevenson, Robert Louis.	Travel 27, 40
Storey, Violet A.	To a Swiss Tune 36
Tagore, Rabindranath.	Paper Boats (India) 38, 44
Thaxter, Celia.	Little Gustava (Sweden) 38, 41
Turner, Nancy Byrd.	London Rain 45
Wynne, Annette.	Little Maid of Far Japan 34, 40
Yeats, William Butler.	The Lake Isle of Innisfree (Ireland) 36, 44, 47

Selected Songs for Unit V

The following is a list of suitable songs selected by Miss Marian Flagg, Director of Music Education, Dallas Public Schools, Dallas, Texas. Following the title of the song is the page on which it appears in one of the five books listed on page 91. The letters following the page number identify the particular book. These identifying letters are repeated on page 91.

Song of Joan of Arc (France)	p. 122	U.F.S.
Old Norway	p. 147	N.A.S.B.
Fishing Song (Norway)	p. 114	U.F.S.
The First Snowdrop (Denmark)	p. 113	U.F.S.
Midsummer Night (Sweden)	p. 25	U.F.S.
The Sun of Suns (Syria)	p. 23	U.F.S.
Read in de Bible (American Negro)	p. 83	U.F.S.
Gleaner's Song (Italy)	p. 70	U.F.S.
Peas, Beans, Oats and Barley (England)	p. 52	U.F.S.
Sweet and Low (West)	p. 118	N.A.S.B.

UNIT V—PART 1**A. PREPARATORY BOOK PAGES 46-50**

(PREPARATION FOR PAGES 209-230 OF "LET'S TRAVEL ON")

Pages 46-47**Objectives**

These pages give tests of speed and accuracy in reading by means of which the pupils' interest in observing their own progress is fostered. The content supplies information which will be of value in a coming Reader selection. The final exercise on page 47 develops ability to select the main points in an article.

Procedure with Preparatory Books

The tests may be taken according to the method used for earlier tests of the same kind. (See Manual pages 92-93.)

The exercise "Can You Tell?" can be read silently and answered independently by most pupils. With slow classes the article on

page 46 may be reread and discussed before work is begun on this exercise. The pupils may then answer the questions orally and later write their answers in the Preparatory Book.

Procedure without Preparatory Books

The teacher may select test material and prepare questions based on it as suggested on Manual pages 93-94. The pupils may then take the tests as do pupils equipped with Preparatory Books.

After the completion of the tests the teacher may reproduce on the board the exercise "Which Is Right?" (Preparatory Book page 47). The pupils may take turns reading from the teacher's Preparatory Book the article "Wolves." They may then read the blackboard material silently and write their answers on paper.

The questions in "Can You Tell?" may be put on the blackboard or asked verbally by the teacher. In response to each question a pupil may read aloud the corresponding paragraph. The class may then give verbal or written answers, as the teacher prefers.

Follow-up

The pupils may exchange books or papers and the answers to "Which Is Right?" may be read aloud by the pupils or the teacher. As the answers are read, the books should be checked. When each pupil has computed his score, he should make the proper entries on the charts on Preparatory Book pages 91 and 94. Pupils without Preparatory Books should make similar entries on their individual charts. If it seems necessary or desirable, the article "Wolves" may be reread and discussed at this time.

The correct answers to "Which Is Right?" are:

- | | |
|--------------------|--------------------|
| 1. coyote | 6. family |
| 2. running it down | 7. speed |
| 3. hungry | 8. timber wolf |
| 4. sheep | 9. lions |
| 5. fruit | 10. yellowish gray |

Pupils may read aloud and discuss their answers to "Can You Tell?" The substance of the answers expected is:

1. A comparison between wolves and lions.

2. Wolves are more common than lions. They are found in Europe, North America, and Asia. There are a number of different kinds and sizes of wolves.
3. Sixth paragraph. With great difficulty.
4. Answers will vary.
5. A wolf can be tamed and will become very fond of the person to whom it belongs but cannot be trusted with strangers.

Page 48

Objectives

This article gives information about Brittany, the scene of the next story in *Let's Travel On*, which will make "The Mystery of the Empty Lavoir" more interesting. It extends the pupils' understanding of other lands and develops their ability to read books of travel and description. The exercises which follow the article give practice in locating specific information.

Procedure with Preparatory Books

A map of Europe or a globe should be displayed at the time this article is read. The teacher may tell the pupils that they are going to read a selection about Brittany. Since Brittany is not marked on most political maps, the teacher should point it out to the pupils.

The pupils may then read the article silently and carry out the directions independently.

Procedure without Preparatory Books

The teacher should show the location of Brittany on a map as suggested above. Pupils may take turns reading the article aloud from the teacher's copy of the Preparatory Book. The article may be read more than once if that seems desirable. When the article has been read, the teacher may take the Preparatory Book and read the exercises at the foot of the page, adapting them to fit the circumstances. (What words in the article show why Brittany is said to have an emerald coast?) The pupils may give their answers verbally.

Follow-up

The words to be underlined (or quoted by pupils without Preparatory Books) are:

1. vivid green water
2. finely-meshed blue nets
3. to the canning factories
4. artists
5. during the strawberry season

The pupils should be encouraged to look up further information about Brittany. The pupils should check with the map the statement that "England is not very far from Brittany." Time should be allowed for reports and class discussion.

Page 49**Objectives**

This page gives advance experience with some of the more difficult words which occur in "The Mystery of the Empty Lavoir." It should give the pupils ideas regarding the existence of languages other than their own and should be so managed that appreciation and respect for foreign languages are awakened. The completion of the exercises gives further training in the use of the dictionary and practice in matching words and definitions.

Procedure with Preparatory Books

The pupils may read the first half of the page with the teacher's guidance, using the Short Dictionary as directed in the exercise. They may also read aloud the directions for "Words and Definitions" and pronounce aloud each of the words listed there. After this oral work they may do independently the written work required by the exercises.

Procedure without Preparatory Books

The teacher may list on the blackboard the words given in the first exercise "French Words." She may give verbally the explanation and directions of the Preparatory Book exercise. The pupils may

proceed as directed above for classes equipped with Preparatory Books.

The teacher may reproduce on the blackboard the exercise "Words and Definitions." The pupils may proceed as directed above for classes equipped with Preparatory Books, writing their answers on paper.

Follow-up

The pupils may read aloud their answers to the exercises on this page. Since the answers to the first exercise "French Words" are to be reproduced from the Short Dictionary, they are not given here.

Answers to "Words and Definitions" are:

- | | |
|---------------|-----------------|
| 1. trickled | 6. clammy |
| 2. guilty | 7. gurgling |
| 3. shrugged | 8. triumphantly |
| 4. suspicious | 9. clamor |
| 5. wistfully | |

Page 50

Objectives

This page sets up advance motives and gives a background for the reading of the poem "Directions" and the story "The Mystery of the Empty Lavoir."

Procedure with Preparatory Books

The pupils may read the page silently. Any discussion that arises from the reading should be encouraged, and the answers to the questions may be discussed after the page has been read.

Procedure without Preparatory Books

The teacher or pupils may read this page aloud to the others. Discussion of these questions should take place before the pupils begin to read "The Mystery of the Empty Lavoir."

Follow-up

Further facts and stories about Brittany may be sought in various books.

B. "LET'S TRAVEL ON," PAGES 209-230

Pages 209-211**Objectives**

Page 209 gives the title of the chapter and an old rhyme. The poem and its illustration on pages 210 and 211 introduce the theme of the chapter. The poem gives the pupils another opportunity to read poetry for enjoyment.

Preparation

Preparatory Book pages 46-50 should be completed and the preliminary reading of Preparatory Book page 50 should have taken place before this section of the Reader is begun.

Reading

The pupils may read the poem silently.

Follow-up

The pupils may tell what this poem means to them and mention the ways in which it is appropriate at the beginning of a collection of stories about other lands. If any of the pupils show an interest in memorizing the poem or in reading it aloud, they should be permitted to carry out their desires.

Pages 212-230**Objectives**

This story gives the pupils an opportunity to become acquainted with child life in another land. It should make them aware that, in spite of superficial differences of language and custom, children the world over are much the same. Interest in learning more about foreign lands, particularly Brittany, should result from the reading of the story, and this interest should lead the pupils to turn to geography and other reference books for further information. The exercises

which follow the story provide training in the recall of specific details, incentives for the use of reference books, and continued study of vowel sounds and diacritical marks.

Preparation

Preparatory Book pages 46-50 should be completed before "The Mystery of the Empty Lavoir" is begun.

Reading

The pupils may read the story silently.

Slow groups may pause at the end of each section to discuss the part of the story that has been read, to clear up difficulties which may have arisen, and to try to decide what will happen next.

Immediately following the reading the pupils should do the exercises on pages 229-230.

Follow-up

The pupils may read aloud and check their answers to "Which Is Right?", Reader pages 228-230. The correct answers are:

- | | | |
|-------------|-----------|-------------|
| 1. France | 6. asleep | 11. window |
| 2. Sunday | 7. shoes | 12. gossip |
| 3. children | 8. afraid | 13. door |
| 4. pool | 9. grass | 14. gate |
| 5. empty | 10. water | 15. trouble |

The pupils should carry out the suggestions in "Things to Do," Section 1.

The directions in "Things to Do," Section 2, require the listing of the following words: *apron, fire, gate, here, hold, icy, mind, name, rope, sure, we*.

Opportunity for reading other books about children in foreign lands should be provided. The books suggested in "Some Books to Read" may serve as a starting point, but the pupils should be encouraged to find, bring to class, and read other interesting books on the topic of the unit.

The children may enjoy finding and making other pictures of Brittany.

UNIT V—PART 2**A. PREPARATORY BOOK PAGES 51-52**

(PREPARATION FOR PAGES 231-244 OF "LET'S TRAVEL ON")

Pages 51-52**Objectives**

"The Land of the Midnight Sun" gives information which is of value in understanding the Reader story "Ola and the Wooden Tub." It is arranged to serve as a test of speed in reading, if desired, and it is followed by an exercise which checks the accuracy of comprehension. The second exercise on page 52 gives advance experience with words which occur in the Reader story, provides further experience with the dictionary, and carries forward the program in word analysis.

Procedure with Preparatory Books

If desired, procedure with the testing material — "The Land of the Midnight Sun" and "Which Is Right?" — may be the same as that directed for earlier tests; or it may be used more informally without recording speed and accuracy. Since provision is made on the charts on pages 91 and 94 for only one test with each chapter, entries are not made for scores of this test. These scores may be compared with those earlier obtained, however.

The pupils may read silently and work out independently the exercise "Something for You to Do." With slow groups the silent reading may be preceded by oral pronunciation of each of the italicized words.

Procedure without Preparatory Books

Pupils may take turns reading from the teacher's Preparatory Book the article on page 51. If it seems desirable, the article may be read a second time with interruptions for discussion whenever the occasion warrants. The teacher may reproduce "Which Is Right?" on the blackboard. As a test of recall the pupils may read the blackboard material silently and write their answers on paper.

The teacher may reproduce on the blackboard "Something for You to Do." The procedure with this blackboard material may be the same as that suggested above for classes equipped with Preparatory Books.

Follow-up

The pupils may exchange Preparatory Books or papers and read aloud the answers to "Which Is Right?" The correct answers are:

- | | |
|--------------|-------------------|
| 1. Norway | 6. timber |
| 2. fiords | 7. daring |
| 3. icecap | 8. mountain sides |
| 4. harbors | 9. summer farms |
| 5. fishermen | 10. June and July |

During the correction of the exercise, frequent reference should be made to "The Land of the Midnight Sun" for confirmation of answers or to settle disputed points. If this exercise and the article on which it is based have been used as tests, the pupils should compute their scores and compare them with previous ones.

The pupils may read aloud their answers to "Something for You to Do." Any difficulties with pronunciation or meaning should be cleared up.

After the work with the Preparatory Book is completed, time should be allowed for further discussions of Norway. A map or globe should be at hand so that the pupils may locate Norway and find the cities and other geographical features to which reference is made in the exercises. Pictures of Norway may be shown and the pupils should be encouraged to contribute any information they may have about the northern countries. Pupils may be interested in learning that many of our winter sports have their origin in these countries where they serve utilitarian as well as recreational purposes. The pupils will enjoy knowing that several prominent sports champions are of Norwegian birth or descent.

The pupils may read the brief direction at the top of Preparatory Book page 53. The exercises on this page are to be done after "Ola and the Wooden Tub" has been read.

B. "LET'S TRAVEL ON," PAGES 231-244

Pages 231-244**Objectives**

"Ola and the Wooden Tub" is an interesting story about life in Norway, and it offers an opportunity for reading for enjoyment. It should increase the pupils' understanding of life in other lands, arouse admiration for fine personal qualities, and lead to comparisons of life in various countries.

The exercises in the Reader which follow the story suggest additional reading, give further practice in using the main facts of a story in an outline, and provide incentives for gathering factual information related to a story.

Preparation

Preparatory Book pages 51-52 should be completed before this story is begun, and a keen interest in Norway should be present as a result of the Preparatory Book work and related discussions by the class.

Page 53 of the Preparatory Book may be glanced over before the pupils read the story.

If questions have arisen in the class discussions, the teacher may suggest that the pupils be on the alert for any information bearing on these questions which may be given in the story.

Reading

As suggested on Preparatory Book page 53, the story may be read rapidly for enjoyment. This first reading should be silent but it may be followed by oral reading if this seems desirable. Immediately after the reading the pupils may complete the outline on pages 243-244.

The gathering of information suggested in "Things to Do" may take place at once or it may be deferred until a later period. Answers to the questions may be written or reported orally as the teacher desires.

Follow-up

The pupils may read aloud the completed outline (pages 243-244). The substance of the material to be supplied is as follows:

- I. The Tub
 - A. half-yearly wash day.
 - B. needed another tub.
 - C. to get it.
 - D. skates.
 - E. a sled.
- II. The Chase
 - A. began to fall.
 - B. a wolf.
 - C. two wolves.
 - D. hid under the tub.
- III. The Rescue
 - A. Ola didn't come home.
 - B. field glasses.
 - C. a tub, an empty sled, and two wolves.
 - D. went to Ola's rescue.
 - E. heavy wooden sticks and a gun.
 - F. under the tub.

Variations in expression should be accepted if the facts given are correct. Frequent reference should be made to the story and pertinent parts reread during the pupils' evaluation of their outlines.

As suggested above, answers to the questions in "Things to Do" may be given in writing or orally. If the pupils have written their answers, they may read them aloud. If oral answers were required, the pupils may report on the information they were able to find. In making these reports, the pupils should be helped to organize their material clearly, to observe good standards of language, diction, and posture, and to state accurately the source of their information. The substance of the expected answers to these questions is:

- 1. Because Norway is very far north.
- 2. During the winter months the sun is seen above the horizon for only a few hours each day.

3. To keep out cold air and to preserve them.
4. Norway has a great deal of seacoast and much fishing is done in the waters near that country.
5. Mountain farms to which the farmer and his family go in the summertime, bringing with them their flocks and herds in order that the animals may graze on the mountainside pastures.
6. Peat consists of partly decayed plants and soil which have hardened into a substance somewhat like coal. It is dug out of swampy places called peat bogs and is burned for fuel.

Before the material relating to the next country (Syria) is taken up, ample time should be allowed for satisfying and extending the interest which has been roused in Norway and its people. Children who have used *The New Work-Play Books* in the fourth year may recall Inger Johanne's mischievous little Norwegian girl in "A Molasses-Cake Story" and may enjoy rereading this story. Making and finding pictures of Norway, studying maps, reading other Norwegian stories and talking to people who have visited the Scandinavian countries are ways in which the pupils' interests may be expressed.

C. PREPARATORY BOOK PAGE 53

Page 53

Objectives

This page is designed to motivate careful rereading and study of "Ola and the Wooden Tub." The first exercise encourages the pupils to review "The Mystery of the Empty Lavoir" and to compare facts given there with similar facts about Norway. The selection from a larger body of material of facts relating to a specific topic is one of the skills whose exercise is common to all the activities on this page.

Procedure with Preparatory Books

Slow groups may read this page aloud under the teacher's guidance and give verbal answers to the questions asked. The Reader should be available to the pupils, and they should make reference to it, reading aloud from the stories whenever the occasion warrants. Following this oral work, the pupils may write out their answers independently.

Bright and average pupils may read the page silently and work

out their answers independently. Discussion and oral reading from the story may take place during the follow-up period.

Procedure without Preparatory Books

The teacher may reproduce on the blackboard the questions from the Preparatory Book page. Some of the questions may be condensed and the necessary amplification given verbally.

The procedure with this blackboard material may be similar to that suggested for pupils equipped with individual Preparatory Books.

Follow-up

The pupils may read aloud and discuss their answers to the Preparatory Book questions.

The answers for the first exercise are:

- | | |
|------|------|
| 1. F | 6. N |
| 2. F | 7. F |
| 3. N | 8. F |
| 4. F | 9. N |
| 5. N | |

The answers for the second exercise are:

1. Many families have such a large supply of linen that there is plenty to last from one half-year to the next.
2. All the housewives used the same tub.
3. Nanette helped by spreading the wet clothes over the bushes to dry.
4. They brought firewood to heat the water.

As suggested on Manual page 199, the pupils' interest in Norway should be thoroughly satisfied before they study another country.

UNIT V — PART 3

A. PREPARATORY BOOK PAGES 54-55

(PREPARATION FOR PAGES 245-261 OF "LET'S TRAVEL ON")

Pages 54-55

Objectives

These pages supply facts about Syria which are of value in relation to the next Reader selection "Little Yusuf." They give the pupils

further experience in reading definitely factual material, in reading and carrying out precise directions, in interpreting a map, and in relating information to a map.

Procedure with Preparatory Books

The pupils may read pages 54-55 silently, examine the map, and carry out the directions below it. Slow pupils may read the page orally and work out the exercise co-operatively without, however, doing the required marking. This group work may be followed by silent reading and independent completion of the work directed.

Procedure without Preparatory Books

The picture at the top of page 54 may be shown to the pupils. Syria may be pointed out on a map, and the article on Syria may be read orally from page 54 of the teacher's Preparatory Book. The map work directed on page 55 may be carried out in various ways. If commercial outline maps are available, the Preparatory Book directions may be reproduced on the blackboard and the pupils may execute them on their individual outline maps. Another method would be to have each pupil trace on onion skin or other thin paper the map from the Preparatory Book page. The Preparatory Book questions and directions should be reproduced on the blackboard, and the pupils should carry them out on the maps which they have traced. As a third alternative, the questions could be adapted so that directions to draw are eliminated and the pupils could find on a wall map the places mentioned.

Follow-up

After the work is completed, the pupils may exchange books or papers and check each other's work. Differences of opinion may be discussed and settled. If it seems desirable, the article on page 54 may be reread orally. The pupils may discuss this article and add to the information there any other facts about Syria which they know. They should be encouraged to begin a search for further information and pictures relating to Syria and other hot countries.

B. "LET'S TRAVEL ON," PAGES 245-261

Pages 245-261**Objectives**

This story is offered to meet the pupils' growing interest in reading about countries other than their own and to acquaint them with a story of life in a Syrian village. The exercises which follow the story suggest related reading, give training in locating passages which answer specific questions, continue the program in word analysis and the use of the dictionary, and increase the pupils' knowledge of the makeup of a book.

Preparation

Preparatory Book pages 54-55 should be completed before "Little Yusuf" is begun. In most classes discussions and reports about Syria will provide further preparation for the story.

Reading

Bright and average groups may read the selection silently as a whole. Slow pupils may read one part at a time, discussing the content of each part and trying to anticipate the events of the next one from its title before proceeding.

After completing the first reading of the story, the pupils may proceed at once with the exercise "Find the Answer" on pages 259-260. The teacher should note that the work with this exercise may be entirely oral or may consist of both written and oral work at her discretion. In either case, this exercise provides for oral reading.

"Things to Do" may be taken up after the work with the preceding exercise is completed.

Follow-up

The pupils may read aloud or check with a blackboard key the

page and paragraph numbers which they have written if this was required. The references are:

- | | | |
|---------------------|----------------------|----------------------|
| 2. Page 245, par. 2 | 7. Page 254, par. 2 | 11. Page 258, par. 4 |
| 3. Page 247, par. 1 | 8. Page 256, par. 2 | 12. Page 254, par. 7 |
| 4. Page 249, par. 2 | 9. Page 257, par. 2 | 13. Page 259, par. 1 |
| 5. Page 250, par. 5 | 10. Page 259, par. 1 | 14. Page 249, par. 1 |
| 6. Page 251, par. 1 | | 15. Page 248, par. 2 |

The oral reading directed by the exercise should follow.

The pupils may check with their Short Dictionaries the work done in response to "Things to Do," Section 1. The words should be divided as follows:

Al'lah	len'tils	raft'ers ¹
Bei'rut	mul'ber ry	ses'a me
co ri an'der	pome'gran ates	Syr'i an
Da mas'cus	quartz	tur'ban

"Things to Do," Part 2, may be read aloud and discussed. The pupils should find in various books the items and parts mentioned in the exercise.

If the pupils are interested in reading more about Yusuf, the book "Little Yusuf" may be read aloud by the teacher and some of the better readers. Opportunity should be given for further reading about Syria and for related activities.

UNIT V—PART 4

A. PREPARATORY BOOK PAGE 56

(PREPARATION FOR PAGES 262-284 OF "LET'S TRAVEL ON")

Page 56

Objectives

This page consists of a map of South America and materials designed to give preparation for reading "Child of the Jungle." This

¹ In the first printings of *Lel's Travel On*, *rafters* is not included in the Short Dictionary. It appears in all later editions.

page is designed to lead the pupils to acquire geographical and other information which will add to the interest of the story.

Procedure with Preparatory Books

A map of South America should be displayed in connection with this Preparatory Book page. The pupils should find British Guiana on this map as directed by the Preparatory Book text. The pupils should be encouraged to contribute any information they may have about British Guiana or other South American countries. In connection with South America they may recall "Where the Raincoat Grows," from the Fourth Reader of *The New Work-Play Books*. The pupils may be reminded that South America was mentioned in the story "Crazy about Rubber" (Reader pages 138-148).

Procedure without Preparatory Books

The teacher may reproduce on the blackboard the text of the Preparatory Book page, and the procedure may be the same as directed above for classes equipped with individual Preparatory Books. If desired, she may show the map around the group, or use a larger map, and have a pupil read the page orally. The pupils may give and discuss the answers to the questions.

Follow-up

Other stories and information about South America may be sought in the library.

B. "LET'S TRAVEL ON," PAGES 262-284

Pages 262-284

Objectives

Through this selection the pupil's interest in foreign lands is fostered, and he is given an opportunity to read about life in one section of South America. During the reading he is encouraged to observe details relating to jungle homes and is given training in focusing attention upon a particular aspect of material read. By comparing this jungle home with homes in France, Norway, and Syria, the pupil learns to read reflectively. The exercises which follow provide training in reading to note specific details, experience with antonyms, and incentives for further study and for the use of reference books.

Preparation

Before beginning "Child of the Jungle," the pupils should have located British Guiana on a map as suggested on Preparatory Book page 56.

Reading

The pupils may read the story silently. As soon as they have read the story, the pupils may proceed with the exercises on pages 282-284.

Follow-up

The pupils may read aloud the completed sentences written in response to the directions given in "Find the Right Ending." The endings to be selected are:

1. it is cooler to live in without walls.
2. he thinks having people know it would bring him bad luck.
3. the fleshy underground stem of a plant.
4. when they do not have other food.
5. cooking it with cassareep.
6. it contains a very strong poison.
7. they keep a great many pets.
8. birds that live in the jungle.

While reading these sentences the pupils should refer frequently to the story to prove their answers correct or to settle disputed points. They may read also the endings which they did not select for use and give reasons why these endings were not correct.

The pupils may read aloud their answers to "Things to Do," Section 1. The answers are:

- | | |
|---------------------|---------------------|
| 1. beginning — end | 6. handsome — ugly |
| 2. daring — timid | 7. remained — went |
| 3. enormous — tiny | 8. slender — thick |
| 4. farther — nearer | 9. solid — soft |
| 5. fierce — gentle | 10. taboo — allowed |

Provision should be made for further reading about South America and for the carrying out of activities similar to those suggested in connection with Norway on Manual page 199.

C. PREPARATORY BOOK PAGE 57

Objectives

These exercises provide a test of recall of the stories in Unit V. They also offer incentives for rereading and skimming the stories in cases where the answers do not come readily to the pupil's mind and for the purpose of checking the answers.

Procedure with Preparatory Books

The pupils may read these exercises silently and work them out independently. The teacher should urge them to do as much as possible without referring to the Reader.

Procedure without Preparatory Books

The teacher may reproduce on the blackboard the exercises from the Preparatory Book page. The pupils may proceed as directed above for classes equipped with individual Preparatory Books.

Follow-up

The pupils may read aloud their answers to the questions. The correct answers for "Children in Other Lands" are:

1. "Little Yusuf"
2. "The Mystery of the Empty Lavoir"
3. "Little Yusuf"
4. "Ola and the Wooden Tub"
5. "The Mystery of the Empty Lavoir"
6. "Ola and the Wooden Tub"
7. "Little Yusuf"
8. "Child of the Jungle"
9. "The Mystery of the Empty Lavoir"
10. "Child of the Jungle"

The correct answers for "Where Will You Find It?" are:

- | | | |
|-------------------|--------------------|--------------------|
| 1. France | 7. France | 13. Norway |
| 2. Norway | 8. Norway | 14. British Guiana |
| 3. Syria | 9. France | 15. Syria |
| 4. British Guiana | 10. British Guiana | 16. British Guiana |
| 5. Norway | 11. British Guiana | 17. Norway |
| 6. Syria | 12. Syria | 18. Syria |

In connection with each answer the pupils may read aloud the passage from the stories which confirms the answer given. Interesting books read in connection with the stories in this unit should be entered on "My Reading List," Preparatory Book page 96 or similar charts.

The work of the unit may be brought to a culmination with one of the activities suggested in the introduction to the unit (Manual pages 186-187).

CHAPTER XI

LESSON PLANS FOR UNIT VI—

“TALES THAT WERE TOLD”

Topic

The materials of this unit are drawn from folk literature, and it is expected that through reading them the pupils will become interested in folk stories and poems. The unit contains two English folk stories, one of which is presented in play form, and a Spanish folk tale. These materials give much interesting information regarding the customs of various countries, especially in earlier times, and the topic is thus closely related to history and geography.

Dramatic activities are a feature of this unit. Through “The Proud Princess” the pupils become acquainted with the dramatic form, and accompanying sections of both Reader and Preparatory Book give information about producing and writing plays.

Objectives

The cultivation of interest in folk literature and in dramatic activities is an important objective of this unit. The satisfaction of this interest leads the pupils to do much reading for the purpose of carrying out a concrete activity and to engage in a great deal of re-reading and skimming. Practice is provided also in reading to secure background information, to predict outcomes, to exercise recall, and to make a summary. Training is given in the mechanics of reading a play and in reading prose selections with a definite view to selection and reorganization of dramatic features.

The program of word study includes exercises with rhyming words, synonyms, antonyms, descriptive words, and compound words. The pupil is required to alphabetize and syllabify words, to give definitions, match words and definitions, and to mark vowel sounds.

The child learns how to use and to make bibliographies, and he is made aware of the location and significance of copyright dates.

A test of speed and comprehension begins the unit. Other tests of comprehension follow selections in both Reader and Preparatory Book, and the unit closes with a review test.

Activities

The pupils should read widely in the field of folk literature, both prose and poetic, and they should have many opportunities to bring their discoveries before the class through oral reading, reports, and discussion. The pupils might arrange an exhibit of books devoted to folk literature and old-time customs. Posters could be made for the exhibit, and with the books might be included dolls dressed to represent favorite characters, models or drawings of interesting scenes, and objects which appear in the stories.

A program might be planned in which bards, minstrels, and storytellers take part.

Individual pupils or groups might specialize in a particular type of folk or fairy story or poem — as the Greek, Roman, or Norse myths, the old ballads, the stories of Hans Christian Andersen, the Odyssey, stories of King Arthur and his knights, etc.

The pupils might become interested in noting and listing themes, characters, situations, and objects which appear frequently in old-time stories. They might for instance observe that younger brothers and sisters often triumph; that kindness is generally rewarded; that princes, princesses, and fairy godmothers often play important parts; that characters often have the ability to change their appearance or are changed by magic intervention; that fairy wands, inexhaustible purses, golden fruit, and magic shoes often figure prominently.

Many dramatic activities should result from the work with this unit. Several such activities are suggested in both the Reader and Preparatory Book and many more should be originated by the pupils themselves. The investigations of folklore and the dramatic activities may be closely related, since folk literature offers much that lends itself to dramatization. In preparing such dramatizations, the pupils may be encouraged to read not only the basic materials them-

selves but related materials which give information about customs, costumes, geographical setting, and the like. This information should be utilized in planning and producing the plays.

Many other activities may be developed in connection with such a dramatic enterprise. For example, the pupils will be interested in drawing and painting posters to advertise a play, in drawing illustrations on the blackboard to show how the stage should be arranged, in finding or designing and making costumes, in building stage equipment and scenery, and last — and most important from the child's viewpoint — in impersonating characters in the play. If a professional actor can be induced to talk simply to the pupils about the techniques of acting, this would be interesting. Such a speaker could, with special effectiveness, set before the children the desirability of speaking distinctly and pronouncing words correctly.

Presenting puppet plays is popular with the fifth grade. The pupils should make and dress the puppets, put on the plays, and speak the lines. There are several good books on this subject for the teacher who needs assistance.

Some of the pupils in the class may be interested in amateur conjuring. If so, they should be allowed to prepare a program of tricks that can be performed for the class, and used between the acts of a play or as part of a varied program.

In some schools where little dramatic work has been done, certain children are shy about taking part in dramatic activities. Pantomime is often an effective beginning with such children. The children may play a game in which one child or a small group goes through various actions without speaking, while the other children try to guess what is being represented. (They should wait until the action is completed before offering their guesses.) Charades are also effective in this connection.

Books for Children's Reading with Unit VI

The easiest books — those of second-, third-, or fourth-grade difficulty are marked (a); those of average fifth-grade difficulty are marked (b); those that are somewhat more difficult are marked (c).

AUTHOR	TITLE	PUBLISHER
Alexander, James Gordon.	<i>The Magic Show Book</i> (b). Clever tricks that are not too hard for boys and girls to do.	Macmillan.
Andersen, Hans (Toksvig, Tr.)	<i>Fairy Tales and Stories</i> (b).	Macmillan.
Barbour, Harriet B.	<i>Old English Tales Retold</i> (b).	Macmillan.
Boggs, Ralph S. and Davis, Mary G.	<i>Three Golden Oranges</i> (b). Stories from Spain.	Longmans.
Bowman, J. C. and Bianco, Margery.	<i>Tales from a Finnish Tupa</i> (b-c).	Albert Whitman.
Chrisman, Arthur B.	<i>Shen of the Sea</i> (c). Stories from China.	Dutton.
Chrisman, Arthur B.	<i>The Wind that Wouldn't Blow</i> (c). Stories from China.	Dutton.
Church, A. J.	<i>Iliad for Boys and Girls</i> (b-c).	Macmillan.
Church, A. J.	<i>Odyssey for Boys and Girls</i> (b-c).	Macmillan.
Colum, Padraic.	<i>The Children's Homer</i> (b-c). Old Greek stories.	Macmillan.
Colum, Padraic.	<i>The Children of Odin</i> (b-c). Old Norse stories.	Macmillan.
Cregan, Mairin.	<i>Old John</i> (b). Irish Tales.	Macmillan.
Davis, Mary Gould.	<i>A Baker's Dozen</i> (b-c). Thirteen short stories.	Harcourt.
De Huff, Elizabeth.	<i>Taytay's Tales</i> (a-b). American Indian stories.	Harcourt.
Eells, Elsie L.	<i>Tales of Enchantment from Spain</i> (b).	Harcourt.
Fansler, H. E. and Panlasigui, I.	<i>Philippine National Literature</i> , Book III (a).	Macmillan.
Grimm, Jakob and Wilhelm (Crane, Tr.)	<i>Household Stories</i> (b).	Macmillan.
Gunterman, Bertha L.	<i>Castles in Spain</i> (b-c).	Longmans.
Hess, Fjeril.	<i>The Magic Switch</i> (b).	Macmillan.
Hoben, Alice May.	<i>Beginners Puppet Book</i> (b-c). Directions for making puppets.	Noble.
Lansing, Marion F.	<i>Life in the Greenwood</i> (b). Robin Hood stories.	Ginn.

AUTHOR	TITLE	PUBLISHER
Lansing, Marion F.	<i>Page, Esquire, and Knight</i> (b).	Ginn.
MacDonald, George.	<i>At the Back of the North Wind</i> (b).	Macmillan.
MacDonald, George.	<i>The Princess and the Goblin</i> (b).	Macmillan.
Moigs, Cornelia L.	<i>Helga and the White Peacock</i> (b). A play.	Macmillan.
Morse, Katharine Duncan.	<i>Goldtree and Silvertree</i> . (a-b). Folk-tale plays.	Macmillan.
Moses, M. J.	<i>Ring Up the Curtain! A Collection of Plays for Children</i> (b).	Little.
Olcott, Virginia.	<i>Everyday Plays for Home, School and Settle- ment</i> (b).	Dodd.
Olcott, Virginia.	<i>Holiday Plays for Home, School and Settle- ment</i> (b).	Dodd.
Pyle, Howard.	<i>Pepper and Salt</i> (b).	Harper.
Pyle, Howard.	<i>Some Merry Adventures of Robin Hood</i> (b-c).	Scribner.
Pyle, Howard.	<i>The Story of King Arthur and His Knights</i> (c).	Scribner.
Richards, George M.	<i>The Fairy Dictionary</i> (a).	Macmillan.
Ruskin, John.	<i>The King of the Golden River</i> (b).	Macmillan.
Steel, Flora Annie.	<i>English Fairy Tales</i> (b).	Macmillan.
Wheeler, Post.	<i>Albanian Wonder Tales</i> (b-c).	Doubleday.
Wickes, Frances G.	<i>A Child's Book of Holiday Plays</i> (a-b).	Macmillan.
Williston, Teresa P.	<i>Japanese Fairy Tales</i> (a).	Rand.

Poems for Use with Unit VI

The numbers following each title indicate the books in which the poems may be found. For the related list of collected poems and anthologies, see Manual pages 296-297.

Some of the poems listed are not folk tales but they are all of the imaginative, narrative type.

Anonymous.	The Ant and the Cricket 41
Anonymous.	Santa Claus 41
Browning, Robert.	The Pied Piper of Hamelin 41, 42, 46
Cary, Phoebe.	A Legend of the Northland 41, 46
Coolidge, Susan.	How the Leaves Came Down 40, 41
Cornford, Frances.	The Little Dog (A Child's Dream) 46
De la Mare, Walter.	The Three Beggars 46
Emerson, Ralph Waldo.	Fable (The Mountain and the Squirrel) 37, 40, 41, 43
Field, Eugene.	The Duel 36, 38, 41

Frere, John Hookham.	The Boy and the Wolf 41
Gregory, Lady.	The Army of the Sidhe 44
Hale, Sarah J.	Mary's Lamb 41, 46
Holmes, Oliver Wendell.	The Ballad of the Oysterman 41
Holmes, Oliver Wendell.	The Dorchester Giant 40
Howitt, Mary.	The Spider and the Fly — A Fable 41, 46
Kentucky Mountain Song.	The Swapping Song 46
Kentucky Mountain Song.	The Frog's Courting 46
Lauren, Joseph.	The Butterfly and the Caterpillar (A Fable Old Is Here Retold) 46
Lauren, Joseph.	The Fox and the Grapes (A Moral Tale for Those Who Fail) 46
Lauren, Joseph.	The Frogs Who Wanted a King 46
Leonard, William E.	The Shepherd Boy and the Wolf 40
Longfellow, Henry W.	Hiawatha's Hunting 21
Longfellow, Henry W.	Hiawatha's Fishing 21
Mackay, Charles.	Tubal Cain 40
Meigs, Mildred P.	The Road to Raffydiddle 36
Moore, Clement C.	A Visit from St. Nicholas 38, 40, 41, 46
Noyes, Alfred.	A Song of Sherwood 36, 40, 41, 42, 43, 44
Old Rhyme.	The Death and Burial of Cock Robin 41, 46
Old Song.	A Frog He Would a-Wooing Go 46
Rands, William Brightly.	Clean Clara 41
Richards, Laura E.	A Legend of Lake Okeefinokee 46
Richards, Laura E.	Little John Bottlejohn 46
Saxe, John G.	The Blind Men and the Elephant 41, 47
Thackeray, William M.	A Tragic Story 40, 41
Thomas, Edith M.	Babouscka: A Russian Legend of Christmas 40
Welles, Winifred.	Hoppergrass: His Funeral 33
Welles, Winifred.	Minim and the Two Mice 33

Selected Songs for Unit VI

The following is a list of suitable songs selected by Miss Marian Flagg, Director of Music Education, Dallas Public Schools, Dallas, Texas. Following the title of the song is the page on which it appears in one of the five books listed on page 91. The letters following the page number identify the particular book. These identifying letters are repeated on page 91.

Pigeons and Fairies (Lithuania)	p. 74 U.F.S.
The Three Drummers (France)	p. 54 U.F.S.
A Basque Lullaby	p. 72 S.T.

UNIT VI—PART 1

A. PREPARATORY BOOK PAGES 58-62

(PREPARATION FOR PAGES 285-314 OF "LET'S TRAVEL ON")

Pages 58-59**Objectives**

The article "Putting on a School Play" on page 58 and the exercise "Which Is Right?" on page 59 constitute tests of speed and accuracy. They should increase the pupils' interest in improving their own reading ability. "Putting on a School Play" and "Making a Play" provide information and incentives for dramatic activities and opportunities for thoughtful planning.

Procedure with Preparatory Books

The test of speed and accuracy may be administered in the usual way. See Manual pages 92-93.

The pupils may read silently the questions and instructions in "Making a Play." If it seems desirable, oral discussion may follow the silent reading. The pupils may write their answers independently.

Procedure without Preparatory Books

As a substitute for the Preparatory Book tests of speed and accuracy ("Putting on a School Play" and "Which Is Right?"), the teacher may select other suitable material. The tests may be prepared and administered in the manner suggested for earlier exercises of this kind (see Manual pages 93-94).

After the tests have been administered and scored, the pupils may take turns reading aloud from the teacher's Preparatory Book, the article on page 58. "Which Is Right?" (Preparatory Book page 59) may be reproduced on the blackboard. The pupils may read the blackboard material silently and write their answers on paper.

"Making a Play" may be reproduced on the blackboard. The pupils may proceed as directed above for classes equipped with individual Preparatory Books.

Follow-up

The pupils may exchange books or papers and read aloud the answers to "Which Is Right?" The correct answers are:

- | | |
|----------------|----------------------|
| 1. the subject | 6. screens |
| 2. scenes | 7. a background |
| 3. part | 8. chairs and tables |
| 4. playing it | 9. cardboard |
| 5. written | 10. costumes |

The answers should be scored and the proper entries made on Preparatory Book pages 91-94 or similar charts.

If it seems desirable, "Putting on a School Play" may be reread orally and discussed.

The pupils' responses to "Making a Play" may be read aloud and discussed. All suggestions should be carefully considered and evaluated, and the pupils should be encouraged to state their reasons for responding as they did. Some of the best suggestions should be carried out. In many classes it will be desirable for the teacher to inspect the written work in the Preparatory Books in order to insure the observance of good standards of neatness and correctness.

Page 60**Objectives**

The exercise on this page carries forward the program in word analysis by calling attention to words that are similar in sound (words that rhyme). Since many of the words studied are words which will occur in coming Reader selections, the exercise provides advance experience with vocabulary.

Procedure with Preparatory Books

Before undertaking the work with this page, slow classes may skim through the exercise to find and pronounce the italicized words. They may then reread the exercise silently and carry out the directions. Bright and average groups may proceed at once with the silent reading and the carrying out of the directions.

Procedure without Preparatory Books

The teacher may reproduce on the blackboard the exercise from the Preparatory Book page. In each exercise *Draw a line under* may be changed to *Write*. The pupils may then write their answers on paper.

Follow-up

The pupils may exchange books or papers and check one another's work. The words to be underlined may be read aloud or put on the blackboard. They are:

- | | |
|--------------|--------------|
| 1. proud | 7. kings |
| 2. shed | 8. fountains |
| 3. mocks | 9. trifle |
| 4. scornful | 10. dale |
| 5. scattered | 11. sheets |
| 6. paved | 12. feast |

Page 61**Objectives**

This page refines and extends the pupils' vocabulary by means of work with synonyms. It reviews familiar vocabulary and provides advance experience with words which will appear in coming Reader selections.

Procedure with Preparatory Books

Bright and average groups may read this page silently and work out the exercise independently. The pupils should be encouraged to use the Short Dictionary or the regular classroom dictionary to solve any problems of pronunciation or meaning which may arise. Slow groups may need to read the words aloud under the teacher's supervision before attempting to execute the directions.

Procedure without Preparatory Books

The teacher may reproduce on the blackboard the word lists from the Preparatory Book page. The pupils may write on a paper the

numbers from 1 to 20 and copy the words in the first column. Beside each of these words they may write its synonym chosen from among the words in the same line. The work may be adapted to the pupils' ability as suggested above in the instructions for classes equipped with individual Preparatory Books.

Follow-up

The correct answers may be read aloud or the pupils may compare their work with a blackboard key. The synonyms are:

- | | |
|-----------------|----------------|
| 1. gathering | 11. gay |
| 2. market place | 12. dazzling |
| 3. waves | 13. sorrow |
| 4. nibbling | 14. messenger |
| 5. carriage | 15. pocketbook |
| 6. laughed | 16. jewel |
| 7. bent | 17. sadly |
| 8. appearing | 18. grassland |
| 9. adorned | 19. pigs |
| 10. taught | 20. brownish |

The pupils should have such further experience with these words as seems necessary. The teacher or the pupils may compose incomplete sentences, and the class may supply the word needed. The pupils may skim through familiar Reader selections to locate these words. The more difficult and unfamiliar words may be listed on the blackboard or on a set of oak tag, and the pupils may watch for the occurrence of these words in reading and conversation. Each time one of the words is found, a check mark may be placed beside it on the blackboard or chart. By means of exercises of this kind the pupils' curiosity about and interest in words should be stimulated.

Page 62

Objectives

This page includes the selection "Magic — Old and New," which is to be read as informative material and summarized. The content presents a general atmosphere suitable as an introduction to the play "The Proud Princess."

Procedure with Preparatory Books

The pupils should read the selection silently and write the summary. These summaries may be read aloud or gathered by the teacher to be used in judging each pupil's ability to summarize a short selection.

Procedure without Preparatory Books

The teacher's desk copy may be passed from pupil to pupil, each reading it silently and writing his summary; or the selection may be put on the blackboard, read, and a summary written. If desired, the teacher or a pupil may read the selection aloud to the group, and each pupil may then write his summary.

Follow-up

Other books and articles on magic may be read and discussed.

The class may tell about tricks they have seen and try to explain them. If any pupil can perform some tricks of magic, he may be encouraged to do so.

B. "LET'S TRAVEL ON," PAGES 285-314**Pages 285-286****Objectives**

These selections provide a keynote to the play which follows. Through them the pupils are given an opportunity for further reading of poetry and are encouraged to interpret the message of the poem "Primer Lesson."

Reading

The pupils may read the title of the unit and the old rhyme on the title page. They may read "Primer Lesson" silently.

Follow-up

The pupils may read "Primer Lesson" aloud and give their opinion of it. They may point out the phrases which are pleasing, observe

that it is more like everyday speech than any of the poems they have previously read, and re-state in their own words the message which the poem has for them. The discussion should bring out clearly the specific ideas which the poem conveys. The pupils should be helped to see that in saying "proud words," the author probably means unkind words of any kind — not merely haughty or insolent words. The children can undoubtedly tell why words of this kind are hard to "call back." Some of the children may be puzzled by the title "Primer Lesson" but others will probably see that the poem has that name because the lesson it teaches is one that people need to learn very early in life. Those who desire to do so may memorize the poem.

Pages 287-303

Objectives

This selection is intended to develop the pupils' interest in dramatics and to familiarize them with the mechanics of reading a play. Since the play is based on a folk tale, the reading of it extends the pupils' acquaintance with this type of literature.

Preparation

Preparatory Book pages 58-62 should be completed before the pupils begin to read "The Proud Princess."

If the pupils have used the Fourth Reader of *The New Work-Play Books*, they are familiar with the make-up of a play. In the case of pupils who are using *The New Work-Play Books* for the first time, and with slow pupils, it will probably be advisable for the pupils to glance through "The Proud Princess" under the teacher's supervision and to read aloud and verify the introductory statements on pages 287-288, in order to become familiar with the mechanics of play reading.

Before beginning the actual reading, all pupils may be asked to glance through "People of the Play" and guess what sort of people King Courtly, King Urbane, and King Candor were, judging from their names. If necessary, the meaning of the names and of the word *major-domo* may be found in a dictionary.

Reading

The pupils should read silently to the end of Scene 2 (page 303). If it seems desirable, the silent reading may be followed by oral reading, but in most cases it will be preferable to postpone oral reading until the entire play has been read silently.

When the pupils have completed the reading of Scenes 1 and 2, they may try to guess what the outcome of the play will be. Various children may write a scene to complete the play. This may be compared with the actual final scene.

Pages 303-314

Objectives

This assignment carries forward the general objectives for the selection and provides for completing the reading of the play, further experiences with rhymes, the production of the play, and additional word study.

Preparation

The development of the play during the first two scenes may be reviewed before Scene 3 is read.

Reading

The pupils may read the final scene of the play silently. They may then proceed at once to the exercises on pages 312-314.

Follow-up

The pupils may read aloud the completed rhymes on pages 312-313. The words needed for the completion of the rhymes are: *proud, way, polite, tear, stand, repent, today, become (or roam), dishes, polite, cook, salt, blame, land, one.*

If the pupils have not previously read the play aloud, they may do so at this time. In conjunction with this oral reading, they may consider the suggestions for producing the play given in "Things to Do," Section 2. Plans for a group dramatic enterprise may be worked out.

The pupils may compare their responses to "Things to Do," Section 3, with the blackboard key. The key should read as follows:

băt	lîmp	road	tray
boat	măp	rûbbîsh	tûb
chăt	pîll	sěnt	ûgly
dröp	quîlt	sîng	whîskers
lěft	rain	spôt	wood
lënd	rěscued	těnt	wrong

UNIT VI—PART 2

A. PREPARATORY BOOK PAGES 63-65

(PREPARATION FOR PAGES 315-330 OF "LET'S TRAVEL ON")

Page 63

Objectives

The first exercise on this page gives training in making a bibliography. The second half of the page carries forward the program in word study by means of exercises in distinguishing short and long vowels, syllabication, determining meanings, and alphabetizing. Words from familiar selections are reviewed, and advance experience is given with words which will occur in coming Reader selections.

Procedure with Preparatory Books

The pupils may first read silently the section on making a bibliography. Oral reading and discussion of this material may follow. During the discussion any difficulties or misunderstandings should be cleared up. After the discussion the pupils may do the written work required by the directions.

If it seems desirable, the pupils may pronounce orally each of the words given for study in the second group of exercises. They should be encouraged to refer to the dictionary for help with this pronunciation. They may then read the directions silently and execute them.

Procedure without Preparatory Books

The substance of the material relating to the making of a bibliography may be given verbally by the teacher or, if she prefers, pupils may take turns reading this material aloud from her Preparatory Book. Books containing bibliographies should be available for use in illustrating the important features of a bibliography, and the pupils should be encouraged to take part in the discussion. After the discussion the teacher may put on the blackboard the instructions given at the foot of the Preparatory Book page. The pupils may read these directions silently and execute them.

The teacher may reproduce the second group of exercises on the blackboard. The procedure with this blackboard material may be the same as that directed above for pupils who have individual Preparatory Books.

Follow-up

The bibliography of fairy tales and folk tales composed of the suggested references to Unit VI should be as follows:

Alexander, Gordon, *The Magic Show Book*.

Boggs, Ralph S. and Davis, Mary G., *Three Golden Oranges*.

Bufano, Remo, *The Show Book of Remo Bufano*.

Chute, Marchette, *Rhymes about Ourselves*.

Eells, Elsie L., *Tales of Enchantment from Spain*.

Francis, Joseph G., *The Book of Cheerful Cats*.

Fyleman, Rose, *Eight Little Plays for Children*.

Gunterman, Bertha L., *Castles in Spain*.

Hess, Fjeril, *The Magic Switch*.

Lear, Edward, *Nonsense Book*.

Melcher, Marguerite F., *Offstage*.

Morse, Katharine Duncan, *Goldtree and Silvertree*.

Pyle, Howard, *Pepper and Salt*.

Pyle, Howard, *Some Merry Adventures of Robin Hood*.

Pyle, Howard, *The Wonder Clock*.

Steele, Flora A., *English Fairy Tales*.

Wickes, Frances G., *A Child's Book of Holiday Plays*.

Each pupil should have an opportunity to display to the class the bibliography made in accordance with the final directions of the first section. Other members of the class may be invited to comment courteously on each of the bibliographies and to suggest other books which might be included.

The bibliographies made at this time may serve as starting points for other bibliographies to accompany other units in the Reader or to be used in conjunction with topics arising out of history, geography, and the like.

For the checking of the last group of exercises the pupils may exchange books and mark one another's work by comparing it with the following blackboard key.

- | | | |
|----|--|-----------|
| 1. | urbāne | măgic |
| | dāle | tāles |
| | măntle | āble |
| 2. | Ma jor Do mo | |
| 3. | dressed in such a way as to conceal real identity (Answers will vary.) | |
| 4. | a courtyard within a house | |
| 5. | par tic u lar | |
| 6. | commanded | leading |
| | flashed | lightning |
| | hundred | slipped |
| 7. | Yes | |

The pupils should be aware that answers to Questions 3 and 4 will vary in expression and that any answer which contains the substance of the blackboard statement is acceptable. In some cases it may be desirable for the pupils to mark these two exercises only after reading aloud and discussing the definitions written in the Preparatory Book.

Further activities with the words studied in the second group of exercises should be provided for classes which are likely to have difficulty with vocabulary. For this purpose the pupils may attempt to recall the context in which the familiar words were used in the Reader. They may make original sentences using each of the words.

They may use the words to fill blanks in incomplete sentences prepared by the teacher and they may compose riddles based upon some of the words.

Page 64

Objectives

This exercise with antonyms continues the development and refinement of the pupils' vocabulary, which is an important phase of the word study program. It serves to review familiar words and to provide advance experience with words which will occur in coming Reader selections.

Procedure with Preparatory Books

The pupils may read aloud the directions at the top of the page. If the teacher thinks it necessary, the work with the Preparatory Book exercise may be preceded by discussion and the suggesting of antonyms from the pupils' speaking vocabulary. After this preliminary work the pupils may read the exercise silently and underline the antonyms as directed.

Procedure without Preparatory Books

The teacher may reproduce on the blackboard the body of the Preparatory Book exercise. The introductory material may be presented verbally by the teacher or read aloud from her Preparatory Book. Various children may go to the blackboard and underline the correct antonyms; or, if the teacher prefers, the children may write the correct list of antonyms on their papers.

Follow-up

Pupils may take turns reading aloud each pair of antonyms. The antonyms are:

- | | |
|-----------------------|---------------------|
| 1. bigger — smaller | 6. fierce — gentle |
| 2. cheerily — sadly | 7. first — last |
| 3. courteous — rude | 8. gather — scatter |
| 4. doubtful — certain | 9. idle — busy |
| 5. enemies — friends | 10. ignore — notice |

- | | |
|-------------------------|------------------------|
| 11. immense — tiny | 16. quickly — slowly |
| 12. nourished — starved | 17. refused — accepted |
| 13. ponderous — light | 18. selling — buying |
| 14. powerful — weak | 19. smile — frown |
| 15. proud — humble | 20. sour — sweet |

During the correction of the exercise, reference should be made to the dictionary to settle differences of opinion. The pupils may be helped to notice that some of the lines contain synonyms or words that are closely related in meaning as well as the antonyms which were underlined; for example, (3) courteous, polite, (9) idle, lazy, (20) sour, bitter.

Pupils who are weak in phonetic ability may reread the word lists to find little words in big words, words that contain sounds or syllables in common, and words that closely resemble one another in appearance. The words may also be divided into syllables and regrouped according to the number of syllables they contain. Short and long vowels may be marked and accent marks may be inserted. In fact, this page may be adapted to serve the purposes of almost any type of word study exercise which has previously been introduced in the Preparatory Book.

Page 65

Objectives

This page gives advance experience with words which occur in coming Reader selections. The pupils' ability to attack unfamiliar words is developed by means of exercises which require them to find and use the small words that make up each larger word.

Procedure with Preparatory Books

Before beginning independent work with this exercise, slow pupils may pronounce under the teacher's direction each of the larger words on the page. They may look up in the dictionary the definition of each word. Bright and average pupils may dispense with the oral work. The pupils should read the exercise silently and carry out the directions.

Procedure without Preparatory Books

The teacher may reproduce on the blackboard the exercises of the Preparatory Book page. The procedure with these exercises may be the same as that directed above for classes equipped with individual copies of the Preparatory Book, the children writing the correct completing words on their papers.

Follow-up

The pupils may read aloud the completed exercises. The answers are listed below. The teacher should tell the pupils that although they may find many small words in the big words, they should choose only the words which correctly fill the blanks in the sentences given.

1. "The flowers are *for* you," said Jane.
2. The prince must do his father's *bidding*.
1. The *keeper* of the gate would not let him pass.
2. The woman bought beautiful emeralds in a *shop* on the Avenue.
1. Have you *ever* been in the city before?
2. This is a wallet *for* your money.
1. The man *stripped* off his coat and leaped into the lake to save the drowning man.
2. The cat climbed slowly *out* of the box.
1. "Do you want *sugar* in your cocoa?" I asked.
2. Aunt Jane said, " I must cook these *plums* for dinner."
1. We need more *board* to finish the floor.
2. Please write your name and address on this *card*.
1. Last summer almost every *day* was very hot.
2. The *birth* of the King's son was followed by a celebration.
1. The *man* was willing to give his life for his friend.
2. All the Lords and Ladies at the palace were of *noble* birth.
1. The crystal lights *shine* like ice.
2. The *sun* was shining brightly.
1. The *fare* to the city is one dollar.
2. "Have you been *well*?" he asked.

The pupils may use each of the large words in an original sentence to show that they understand its meaning. Any difficulties with the meanings of these words should be cleared up before the pupils turn to the next selection in the Reader.

B. "LET'S TRAVEL ON," PAGES 315-330

Pages 315-330

Objectives

As this story is laid in Spain, it makes the pupils acquainted with another foreign country, but its primary purpose is to give further experience with folk tales and to introduce the pupils to the literature of magic. The comparison suggested in "Things to Do" of the supernatural and the clever provides a basis not only for enjoyable activities, but also for the cultivation of a rational attitude toward phenomena which are difficult to explain. The exercises which follow the story give further practice with difficult vocabulary and continue the development of familiarity with the make-up of a book.

Preparation

The pupils should complete Preparatory Book pages 63-65 before beginning this story.

The teacher may tell the pupils that the scene of "The Spanish Magician" is laid in Spain. They may find Spain on a map and they may look at pictures of Spanish scenes — especially Spanish houses — if these are available.

Reading

The pupils may read the story silently. After reading the story, they may do the exercise "A Matching Game" on pages 329-330. They may read aloud and discuss "Things to Do," page 330.

Follow-up

The pupils may read aloud their answers to "A Matching Game." The correct answers are:

annual — 8
bridle — 4
destroy — 5
disguised — 13
formula — 14
greyhound — 15
groom — 11
harshly — 2

keen — 3
mosquito — 12
spaniel — 9
stable — 1
swooping — 7
tiles — 10
wild boar — 6

The books of Spanish folk tales suggested in "Some Books to Read" should be made available to the pupils if possible. If these books cannot be obtained, other suitable books should be substituted and the pupils encouraged to read aloud from these books to the class.

The pupils — or a small group within the class — may be interested in securing further information about Spain. They should be given an opportunity to report on their findings to the class.

The pupils may compare "The Spanish Magician" with other tales of magic and notice the similarity among these tales.

A *Magic Show* may be given in which pupils perform tricks which they have learned.

UNIT VI—PART 3

A. PREPARATORY BOOK PAGES 66-67

(PREPARATION FOR PAGES 331-352 OF "LET'S TRAVEL ON'')

Pages 66-67

Objectives

"The Goose Girl" gives information which is of value in understanding the next Reader selection and provides further experience in reading factual material. The first exercise on page 67 offers incentives for close study of "The Goose Girl" and further training in locating specific passages in a selection. The second exercise provides advance experience with many words which occur in the next Reader selection and extends the pupils' grasp of word forms and meanings.

Procedure with Preparatory Books

After observing the picture on page 66, the pupils may read "The Goose Girl" silently and follow the directions for the first exercise.

In preparation for the second exercise the pupils may pronounce aloud, with the help of the dictionary if necessary, each of the words listed at the beginning of the exercise. As they pronounce these words, they should listen for the syllables. If it seems desirable, they may pronounce each syllable separately. After this preparation they may do the exercise independently.

Procedure without Preparatory Books

The pupils may take turns reading aloud the article on page 66. The teacher may write on the blackboard the questions in the first exercise of Preparatory Book page 67. She may also write on the blackboard the words, phrases, and sentences which are given below under the heading "Follow-up" as the correct answers to these questions. The answers should not, however, be placed in the order in which they are to be used but may be written in the following sequence: 1, 3, 5, 4, 6, 8, 10, 2, 7, 9. The pupils may then read each of the blackboard questions, write on a paper the numbers to correspond with these questions, and after each number put the word, phrase, or sentence which answers the question.

The second exercise, "Words and Definitions," may be reproduced on the blackboard. The procedure with this blackboard material may be the same as that suggested above for pupils equipped with individual copies of the Preparatory Book.

Follow-up

The pupils may read aloud and check their answers to the questions on Preparatory Book page 67. The approximate answers expected are:

1. flock
2. Goose Girl
3. in the green fields outside the little village
4. narrow cobbled
5. a long switch

6. She usually carries her knitting and knits busily on a sock.
7. calls the geese
8. the scattered ones
9. goosherd
10. in fairy tales

Portions of the article should be reread whenever to do so will correct an error or settle a disputed point.

The pupils may read aloud their answers to "Words and Definitions."

The answers are:

- | | |
|----------------|--------------|
| 1. annual | 6. mantle |
| 2. emerald | 7. strove |
| 3. contentment | 8. magician |
| 4. forbidding | 9. steward |
| 5. gooseberry | 10. squinted |

B. "LET'S TRAVEL ON," PAGES 331-352

Pages 331-350

Objectives

This story extends the pupils' acquaintance with folk tales. It is an easy story which lends itself well to oral reading. The exercises which follow develop ability to outline and summarize, give opportunity for the exercise of judgment concerning material read, refine and develop the pupils' understanding of word meanings, and provide an opportunity for developing a play from a story.

Preparation

Preparatory Book pages 66-67 should be completed before the reading of this story is begun.

A discussion of general characteristics of folk tales may precede the reading of this story. The teacher should not attempt to pass on to the pupils her own literary information but should rather encourage them to draw on their own experiences with folk tales. They may observe, for instance, that a prince is a frequent character in folk

tales, that the good are generally rewarded, and that golden objects often play an important part.

Reading

After glancing through the story to get a general idea of its content and to locate any possible difficulties with words, the pupils may read "The Apple of Contentment" aloud. Pupils may take turns doing the reading, and while one child is reading, the books of the others should remain closed.

Immediately after this oral reading, the pupils may read and do the exercises on pages 349-350.

Follow-up

The pupils may read aloud the sentences completed in accordance with the directions on page 349. The words to be written after each number are:

- | | |
|------------------------------|--|
| 1. daughters | 10. potful of gold |
| 2. ugly | 11. pick it himself |
| 3. Christine | 12. pick the apple |
| 4. little red cap | 13. a hard round stone and a lump of mud |
| 5. his cap | 14. to the king |
| 6. apple of contentment | 15. married Christine |
| 7. of the window of her room | 16. outside her window |
| 8. hung an apple | |
| 9. but Christine | |

After checking their answers, the pupils may reread the completed sentences as an outline and compare this outline with the story as a whole.

The two lists of words in "Things to Do," Section 1, should be arranged as follows:

Christine

busy
cheerful
fair-haired
forgiving

Christine's Sisters

dishonest
homely
lazy
mean

Christine

friendly

good-natured

kind

pleasant

pretty

ragged

Christine's Sisters

selfish

unjust

unkind

unpleasant

untruthful

well-dressed

The pupils may rearrange these words to form pairs of antonyms, as *pretty* — *homely*, *kind* — *selfish*, *pleasant* — *unpleasant*, *busy* — *lazy*, etc. They may be interested in working out an exercise like this one in relation to other characters they have read about in their school work.

The pupils may read aloud and discuss their responses to the suggestions in "Things to Do," Section 2. If possible, the play should be prepared and performed. It can be done quite simply and informally as a class exercise or more elaborately as an entertainment to which parents or other classes are invited.

The pupils may compare "The Apple of Contentment" with the story of Cinderella and observe the similarities and differences between the two stories.

Pages 351-352**Objectives**

This selection gives the pupils further experience with poetry and presents an amusing old-time poem. It should help them to realize that poems as well as stories may be so old that their authors are not known and that they may be handed down by word of mouth in the same way that a folk tale is passed on from generation to generation.

Reading

The poem may be read silently and then orally.

Follow-up

The reading may be followed by a discussion of the various absurdities the poem contains. The children will, of course, see that the man was not really strange at all.

Some of the children may wish to write rhymes to be put in a class rhyme book. These rhymes may be illustrated. A child who cannot write a good rhyme may be able to contribute by drawing and coloring an illustration for one someone else has written.

The pupils may look for other folk poems. They may be interested in learning that Mother Goose rhymes are poems which have been handed on by word of mouth. They may also enjoy hearing the teacher read some of the old ballads.

C. PREPARATORY BOOK PAGE 68

Page 68

Objectives

This page tests recall of the stories in Unit VI and provides incentives for skimming through this part of the Reader.

Procedure with Preparatory Books

The pupils may read the page silently and carry out the directions independently.

Procedure without Preparatory Books

The teacher may read aloud slowly and distinctly each of the speeches given on this page. At the end of each speech she should pause to allow the pupils time to recall the name of the character who made the speech, to turn back to the Reader if necessary, and to write on a paper the appropriate name. If the teacher prefers, she may have pupils take turns in reading the speeches aloud.

Follow-up

The pupils may read aloud and check their answers to "Tales That Were Told." The answers are:

- | | |
|------------------------|--------------------------------------|
| 1. the King | 7. the mother of the three daughters |
| 2. Benito's mother | 8. Princess Petronilla |
| 3. the little gray man | 9. the first cook |
| 4. King Candor | 10. Benito |
| 5. Princess Petronilla | 11. the magician |
| 6. the magician | |

Passages from the story should be read aloud whenever this will clarify misunderstandings or settle disputed points.

A period should be set aside for oral reports on stories which the pupils have read in connection with the selections in this unit. Each pupil should record some of the best-liked stories on the chart on Preparatory Book page 96 or a similar chart.

If the class has shown keen interest in dramatization, they may prepare plays based on the stories in the Reader or from other sources. Valuable discussions on practical problems may arise from these dramatizations. Thus the pupils may observe that certain stories — “The Spanish Magician” for instance — do not lend themselves to being played because of the impossibility of reproducing events which occur in them. They may be led also to see that where highly imaginative elements are involved, the story form can do things which the play form cannot achieve.

CHAPTER XII

LESSON PLANS FOR UNIT VII—

“SALT WATER STORIES”

Topic

This unit introduces the pupils to a large and appealing field of juvenile literature. It also continues the interest developed in earlier units in travel and life in other lands. In addition to considering an interesting body of facts concerning ships of various types, characteristics of different parts of the sea, interesting features of life near the sea, and so on, the pupils may also study geographies, books on travel, and related articles in encyclopedias and other reference books. Two of the stories contain material which relates to the life of sea creatures and other phases of natural science, and the Preparatory Book adds to this. In connection with actual sea travel, there must be much consideration of weather — winds, storms, temperature, etc. A lesson on this subject is supplied. These topics suggest additional reading in books in the field of science.

Objectives

This unit provides training in reading science material and other rather exacting factual material, in making and using charts, and in securing from maps information which increases the interest of narrative selections. Opportunities are given for reading to answer advance questions, to locate important details, to find proof of statements made, to reach independent conclusions, and to follow directions. Many incentives are given for rereading and skimming. In certain exercises the pupils are required to find topic sentences, to make and arrange summaries, and to distinguish between major facts and minor details.

The word-study program includes exercises in matching words and definitions, syllabifying, and marking words. The training in the use of the dictionary is continued.

Tests of speed, comprehension, and recall are included.

Activities

Among the activities most directly suggested by the topic are those concerned with life at sea. One would be the study of ships and the construction of toy and model ships. Three books of value in such work are Raymond F. Yates's *The Boys' Book of Model Boats*, Charles E. Cartwright's *The Boys' Book of Ships*, and — for simpler work with less mature children — Peter Adams's *Cork Ships and How to Make Them*. Drawings and paintings may be made from pictures found in books and magazines, or from actual boats if the children are fortunate enough to live near some large body of water.

Books for Children's Reading with Unit VII

The easiest books — those of second-, third-, or fourth-grade difficulty — are marked (a); those of average fifth-grade difficulty are marked (b); those that are somewhat more difficult are marked (c).

AUTHOR	TITLE	PUBLISHER
Benjamin, Nora.	<i>Hard Alee</i> (b). Four young people on an exciting cruise.	Random.
Beston, Henry.	<i>Five Bears and Miranda</i> (a-b). Adventures of some ship-wrecked bears.	Macmillan.
Blaisdell, A. F. and Ball, F. K.	<i>Heroic Deeds of American Sailors</i> (b).	Little.
Brink, Carol Ryrie.	<i>Baby Island</i> (b). Shipwrecked with four babies!	Macmillan.
Bronson, Wilfrid S.	<i>Finger Fins: The Tale of a Sargasso Fish</i> (b-c).	Macmillan.
Bronson, Wilfrid S.	<i>Paddlewings: The Penguin of Galapagos</i> (b-c).	Macmillan.
Burgess, Thornton W.	<i>The Burgess Seashore Book for Children</i> (b).	Little.
Carroll, Ruth and Latrobe.	<i>Luck of the Roll and Go</i> (b). About a cat stowaway.	Macmillan.
Defoe, Daniel.	<i>Life and Surprising Adventures of Robinson Crusoe</i> (b-c).	Macmillan.

AUTHOR	TITLE	PUBLISHER
Eskridge, Robert Lee.	<i>South Sea Playmates</i> (b).	Bobbs.
Gardiner, A. C. and Osborne, N. C.	<i>Good Wind and Good Water</i> (b). A trip to Canton on a clipper ship.	Viking.
Gilmore, H. H.	<i>The Junior Boat Builder</i> (b-c). Plans for making many kinds of model boats.	Macmillan.
Gimmage, Peter.	<i>The Picture Book of Ships</i> (b-c).	Macmillan.
Hader, Berta and Elmer.	<i>Tommy Thatcher Goes to Sea</i> (a).	Macmillan.
Hauman, George and Doris.	<i>Happy Harbor</i> (a). A summer at the seashore.	Macmillan.
Hill, Helen and Maxwell, Violet.	<i>Charlie and His Coast Guards</i> (b).	Macmillan.
Lathrop, Dorothy.	<i>The Little Mermaid</i> (b). A re-telling of one of Andersen's fairy tales.	Macmillan.
Lent, Henry B.	<i>Full Steam Ahead! Six Days on an Ocean Liner</i> (b).	Macmillan.
Lent, Henry B.	<i>Tugboat</i> (a-b). All about tugboats and what they do.	Macmillan.
Lofting, Hugh.	<i>The Voyages of Dr. Dolittle</i> (b). Good fun with the famous doctor and his animals.	Stokes.
Morgan, Alfred P.	<i>The Aquarium Book for Boys and Girls</i> (c).	Scribner.
Patch, Edith M. and Fenton, Carroll L.	<i>Holiday Shore</i> (b). All about the strange little animals found at the seashore.	Macmillan.
Phillips, Ethel Calvert.	<i>The Saucy Betsy</i> (b). Betsy visits her uncle — a lighthouse keeper.	Harper.
Preston, Helen B.	<i>Blue Nets and Red Sails</i> (b-c). About a boy in Brittany.	Longmans.
Putnam, David Binney.	<i>David Goes Voyaging</i> (b-c). A boy's trip with William Beebe.	Putnam.
Ransome, Arthur.	<i>We Didn't Mean to Go to Sea</i> (b-c). They found themselves adrift at sea.	Macmillan.
Smalley, Janet.	<i>Do You Know About Fishes?</i> (a). A picture book of fishes.	Morrow.
Tousey, Sanford.	<i>Steamboat Billy</i> (b). A boy's experiences on a steamboat.	Doubleday.

Poems for Use with Unit VII

The numbers following each title indicate the books in which the poems may be found. For the related list of collected poems and anthologies, see Manual pages 296-297.

Anonymous.	The Oyster 46
Benét, Rosemary and Stephen Vincent.	Clipper Ships and Captains 5
Colum, Padraic.	The Sea Bird to the Wave 35
Dearmer, Geoffrey.	Whale 36
De la Mare, Walter.	The Ship of Rio 36
Farrar, John.	Morning at the Beach 46
Field, Rachel.	Islands 15, 16
Field, Rachel.	Loneliness 15
Field, Rachel.	Whistles 15
Fields, James T.	The Captain's Daughter (also called "The Ballad of the Tempest") 41, 43
Howard, Winifred.	White Horses 35, 37
Jackson, Leroy F.	The Sea Gull 37
Kipling, Rudyard.	Forty North and Fifty West 20
Kipling, Rudyard.	Roll Down to Rio 20
Kipling, Rudyard.	The White Seal's Lullaby 20, 36, 38, 43
Le Brun, Marion.	Sea Winds 36
Longfellow, Henry W.	Hiawatha's Sailing 21
Longfellow, Henry W.	The Wreck of the Hesperus 41
Lowell, Amy.	Sea Shell 36, 38, 40, 47
Masefield, John.	Cargoes 44
Masefield, John.	Sea Fever 36, 40, 41, 43, 44
McDougal, Violet.	The Sea Wolf 40
Miller, Joaquin.	Columbus 36, 40, 47
Rossetti, Christina.	Horses of the Sea 26, 35, 37, 38
Sandburg, Carl.	Fog 35, 38, 40, 44, 47
Stevenson, Robert Louis.	Requiem 40, 41
Stevenson, Robert Louis.	A Visit from the Sea 27
Thaxter, Celia.	The Sandpiper 37, 40, 41
Tippett, James S.	Freight Boats 29, 40
Turner, Nancy Byrd.	Ships 32, 35

UNIT VII—PART 1

A. PREPARATORY BOOK PAGES 69-72

(PREPARATION FOR PAGES 353-370 OF "LET'S TRAVEL ON")

Pages 69-70**Objectives**

The article "Weather at Sea" and the exercise "Which Is Right?" constitute a test of reading speed and accuracy of comprehension by means of which the pupils' interest in observing their own improvement is continued. The exercises on these two pages give practice in reading informative materials with precise and accurate comprehension, reading and following exact directions, and applying to practical situations facts learned in reading.

Procedure with Preparatory Books

"Weather at Sea" and "Which Is Right?" are to be used as tests by the method outlined for previous tests of this kind. (See Manual pages 92-93.)

The exercise "Making Weather Predictions" may be read silently and done as soon as the pupils have completed the tests; or, if it seems preferable to the teacher, the work with this exercise may be deferred until after the tests have been scored and the information given in "Weather at Sea" discussed. Slow groups may need also to read aloud and discuss this exercise before attempting to give answers in writing.

Procedure without Preparatory Books

As a substitute for the Preparatory Book tests, the teacher may select other suitable material and prepare questions based on it, as suggested for earlier tests. (See Manual pages 93-94.)

After the completion of the tests, "Weather at Sea" may be read aloud from the teacher's Preparatory Book by several pupils. It should be read slowly and carefully with pauses after each paragraph for discussion of the material presented. The teacher may reproduce

on the blackboard the exercise "Which Is Right?" from Preparatory Book page 70. The pupils may read this material silently and write their answers on paper.

The teacher may reproduce on the blackboard or have one or more of the pupils read aloud the exercise "Making Weather Predictions." After the reading of each section — whether silently from the blackboard or orally from the Preparatory Book — the pupils may write their answers on paper. The teacher's copy of the Preparatory Book should be left in a convenient place so that it can be consulted by pupils who need to reread "Weather at Sea."

Follow-up

Pupils may exchange Preparatory Books or papers for the correction of "Which Is Right?" The answers, which may be read aloud, are:

- | | |
|-----------------|----------------|
| 1. air pressure | 6. dry |
| 2. radio | 7. storm |
| 3. thirty | 8. temperature |
| 4. west | 9. clearing |
| 5. fair | 10. fair |

Passages of the article "Weather at Sea" may be reread while correcting the exercise to confirm answers or to settle disputed points. Classes with Preparatory Books should enter their scores on the blanks on Preparatory Book pages 91 and 94 as soon as the correction of these exercises is completed. Classes without Preparatory Books will enter their scores on similar homemade charts at the conclusion of the tests provided by the teacher as substitutes for the Preparatory Book tests.

Because of the technical nature of the information given by "Weather at Sea," it will be desirable in most classes to provide an opportunity for oral reading and discussion of the article. In classes equipped with Preparatory Books, this reading and discussion will follow the use of the article as a test. Classes without Preparatory Books will, as suggested above, make their first acquaintance with the article through oral reading.

The answers expected for the exercise "Making Weather Predictions" are:

December 20: wet and stormy

April 3: rainy

July 10: fair

April 4: fair

The pupils may read aloud each section of the exercise, give their answers, and discuss the facts on which their answers were based. They may be interested in making observations similar to those in the exercise and attempting on the basis of these observations to predict coming weather.

Page 71

Objectives

This page is designed to continue the pupils' interest in making observations of weather conditions and in using these observations to forecast coming weather. In satisfying these interests, the pupils are led to read factual matter of a technical nature, to become acquainted with a set of symbols, to follow exacting directions, and to put to practical use information gained through reading.

Procedure with Preparatory Books

The pupils may read the directions silently and determine what is to be done. Some groups can begin independently to keep the weather chart, but most pupils will profit by reading orally and discussing the text of the page before undertaking the written work. When the teacher feels sure that the text is clearly understood, she may direct the pupils to make the proper entries on the blank. The first entry should be made on the line marked with the day of the week on which the chart is actually begun. When the chart is begun later than Monday, it may be carried over to the next week.

Procedure without Preparatory Books

The teacher may reproduce on the blackboard the weather chart given on the lower part of the Preparatory Book page. The pupils may rule paper to correspond with this chart. (If the teacher prefers, the chart may be reproduced on oak tag, in which case the subsequent

entries will be made by the group rather than by individual pupils.) She may give verbally the substance of the text of the Preparatory Book page. She will need to put on the blackboard the symbols for "Kind of Day" and the words and abbreviations given in Section 6 for use in recording the amount and direction of winds. She should encourage the pupils to take an active part in the discussion of the facts presented. After a thorough discussion the pupils may make appropriate entries first on the blackboard chart and then on their own charts. The charts should be preserved since they will be used daily for a week.

Follow-up

Each pupil may compare his entries with those made by the other members of the group, and differences of opinion may be settled by discussion. The teacher should inspect the work of any pupil whose ability to follow the directions she has reason to question. The charts should be checked daily during the week for which they are used.

The pupils may become interested in making similar charts to record the weather of subsequent periods. In many classes the record may take the form of a classroom chart. This may be prepared on a large piece of oak tag and displayed in some convenient place where it can be marked daily by a pupil or a committee of pupils appointed to do so.

The pupils should be encouraged to look for weather reports in the daily papers and to find out, if they can, how such reports are gathered and distributed. If a local paper carries a weather map, the pupils may learn how to read it. They may be interested also in listening to the weather reports and forecasts given by the radio. If a weather station is located in the vicinity, it should be visited.

Page 72

Objectives

This page encourages the pupils to secure geographical information which will be of value in understanding the next Reader selection. It also sets up advance motives for the reading of the next story and

encourages the pupils to practice thoughtful reading. Answers to the later exercises on the page can be supplied only after "The Sea Lion Caves" has been read.

Procedure with Preparatory Books

The pupils may read the page silently and answer the questions based on map study and geographical information. The section suggesting data to look for in the story should be read silently, but the pupils should be reminded that the answers to these questions can be furnished only after "The Sea Lion Caves" has been read. Following the reading of the story, the pupils may return to the Preparatory Book page and answer these questions. Slow classes may need to discuss the proposed answers before attempting to write them.

Procedure without Preparatory Books

The teacher may reproduce on the blackboard the questions based on geographical information. The pupils may read these questions silently and carry out the directions. In another place on the blackboard the teacher may reproduce Questions 1 to 5 of the Preparatory Book page. The pupils may read these silently before they begin to read the story. They are to read the story with these questions in mind. After they have read "The Sea Lion Caves," they may reread the questions and write the answers to them on paper. (See suggestion above for slow classes.)

While the pupils are writing answers to these questions, the teacher may add to the blackboard material the final direction of the Preparatory Book exercise.

Follow-up

As soon as the answers to the geographical questions have been completed, the pupils may read them aloud. The answers expected are:

The Pacific

A headland is a cape.

Mainland is the principal land; a continent; not an island.

A cape is a point of land which juts out into a body of water.

It will be convenient to have a wall map on display during the correction and discussion of this exercise as the pupils may want to find other points of interest on the Pacific Coast.

The correction of the remaining exercise will take place after "The Sea Lion Caves" has been read and the pupils have had an opportunity to reconsider and answer the questions. They may read their answers aloud and discuss them. The substance of the answers expected is:

1. Sea lions are great lumbering, ungainly animals with coarse brown hair. They have big whiskers which look like a moustache.
2. A puffin is a bird. It is a fine strong flier which can breast the ocean's winds. It nests among the cliffs and catches fish to feed its young ones.
3. The pigeons in the cave eat fish, while barnyard or city pigeons live on corn and other cereals.
4. Long ago the earth's crust was broken. Weak places were left, and the water found these and dug out caves.
5. The children saw what seemed to be the skeleton of some large creature carved in the rock of the cave floor. It was the mummy of a sea lion that died hundreds of years ago. It showed that the caves must have been the home of sea lions for a long time.

B. "LET'S TRAVEL ON," PAGES 353-370

Pages 353-354

Objectives

These selections provide further opportunities for reading verse and for developing the enjoyment of poetry. They serve also to introduce the theme of the unit.

Preparation

Preparatory Book pages 69-71 should be completed before these poems are read. A certain amount of the work on Preparatory Book page 72 should be completed, as directed in the preceding section.

If the pupils live in a locality where sea gulls are not known, the teacher may show pictures of these birds and tell the pupils something about them and their habits.

Reading

The pupils may read the poems silently. After the silent reading, "Shore Song" may be used for choral reading. For this purpose the class may be divided into three choirs. The first choir may read the first two lines of each stanza, the second choir the third line of each, and the third choir the final line of each stanza.

Follow-up

The pupils may look for other poems relating to the sea, and they may be given an opportunity to read or recite these poems to the class.

Pages 355-370

Objectives

This selection provides further training in reading narrative-informative material. The story relates to the sea lion and gives information about its appearance and habits. By means of the setting of this story the pupils' knowledge of the seashore is extended. The exercises which follow the story give practice in locating information to prove statements made, further training in finding topic sentences, and additional practice in using maps.

Preparation

Preparatory Book pages 69-71 should be completed and page 72 should be read before this selection is begun.

Reading

Keeping in mind the five points outlined on Preparatory Book page 72, the pupils may read the selection silently. They may carry out the instructions on Preparatory Book page 72 and do the exercises on Reader pages 369-370. After this work has been done, the story may be read aloud.

Follow-up

Preparatory Book page 72 and Reader pages 369-370 provide incentives for restudy of "Sea Lion Caves." The pupils may read aloud their answers to the Preparatory Book exercises and those in the Reader. Answers for the Preparatory Book exercises are given on Manual pages 246-247.

The answers to the exercise "Prove It" (Reader pages 369-370) are:

1. Each day had been better than the one before.
2. The car sped south along the Oregon coast.
3. "That cape is the most western point in the United States," said the guide.
4. "Those that you see coming up to the cliffs above us are tufted puffins," said the guide.
5. "Inside the caves, a kind of pigeon makes its nest," said the guide.
6. "Some of them are twelve or thirteen feet long and weigh over a ton."
7. "It seems odd that they can't swim without being taught, but they can't."
8. "They use the flesh for food, the fat for fuel, the skin for boats and boots, the sinews for thread."
9. "They live on fish mostly. They catch the slow-moving kinds such as skates and octopuses. Still, even though they are slow, they are clever fishes," said Mr. Lyon.
10. "He defends his throne, if any of the others try to take it. He keeps peace among his wives. He has a large number of those. But his biggest job is keeping the playful yearlings in order and seeing that they don't bother the mothers and babies."

The topic sentences required by "Things to Do," Section 1, are:

- a. "In a few minutes a man came."
- b. "Old Ocean made them."
- c. "But that wasn't the end of her traveling."

In localities where it is possible to do so, the pupils should visit the seashore to make as much first-hand observation as possible.

Pupils may be interested in finding out more about the sea lion and its cousin, the seal. They may be interested in learning about other animals that live in or near the water.

The class, or a group within the class, may look for information about the effect of the sea on the shore. Pupils who have visited caves may tell of their experiences to the class; and they may try to find out how caves are formed, in what parts of the country they occur, and any other facts relating to them which are of interest.

UNIT VII—PART 2

A. PREPARATORY BOOK PAGES 73-74

(PREPARATION FOR PAGES 371-390 OF "LET'S TRAVEL ON")

Page 73

Objectives

This page gives advance experience with words and ideas which occur in the coming Reader selection "South Sea Playmates." It continues training in word analysis through syllabication and the use of diacritical marks and encourages further use of the dictionary.

Procedure with Preparatory Books

Under the teacher's supervision the pupils may pronounce aloud the words listed at the beginning of the exercise. They may seek the help of the dictionary in doing this and continue to use it for the completion of the exercise. After they have pronounced the words, they may read the page silently and follow the instructions. The teacher may suggest that they begin by writing in appropriate blanks the words of which they are sure and then attempt to work out the more difficult words.

Procedure without Preparatory Books

The teacher may reproduce on the blackboard the exercises from the Preparatory Book page. The pupils may pronounce the words listed, match the words and definitions as directed above, and write their answers on paper.

Follow-up

The pupils may read aloud the completed exercises. The words to be written in the blanks are:

- | | |
|---------------|-----------------|
| 1. coral | 10. pier |
| 2. breakers | 11. retreat |
| 3. dapper | 12. reef |
| 4. forecastle | 13. regulations |
| 5. galley | 14. schooner |
| 6. haughty | 15. tendril |
| 7. loomed | 16. tingling] |
| 8. lusty | 17. turquoise |
| 9. macaw | |

The pupils may compare their syllabication of words as directed in "Something for You to Do" with the dictionary.

Any words which offer difficulty should be re-used in sentences.

Page 74**Objectives**

This page gives geographical information which will be valuable and interesting in connection with "South Sea Playmates." The pupil is given further experience in interpreting maps and in using geographical facts. Advance experience is provided with certain of the English and Tahitian words which are used in the next Reader selection.

Procedure with Preparatory Books

Superior and average classes may read this page silently and follow the directions. Slow pupils may first read the page silently (but without doing any writing or marking); then under the teacher's directions read it aloud, discuss it, and determine what is to be done.

Procedure without Preparatory Books

The teacher should display a wall map on which the South Sea Islands are shown in large scale. She may give the pupils verbally

the information which the Preparatory Book text gives. The pupils may find Tahiti and Manga Reva.

The Tahitian words and the Preparatory Book directions which accompany them may be written on the blackboard for the pupils to read. The pupils may pronounce these words and then write them in alphabetic order on a sheet of paper.

Follow-up

Classes using Preparatory Books may compare the Preparatory Book map with a large map or globe and observe the position of the South Sea Islands in relation to the United States. Pupils without Preparatory Books may make the same observation, using the large map or globe.

Pictures showing people and scenes of the South Sea Islands should be presented to the class. The teacher should give the pupils some of the important facts relating to life on these islands.

If the pupils show keen interest in the Tahitian words which they have learned, they may be encouraged to use these words. Such pupils will also be interested in noting the pleasant names heard on these islands and may be helped to appreciate their musical quality.

B. "LET'S TRAVEL ON," PAGES 371-390

Pages 371-388

Objectives

This selection provides opportunity for further reading of narrative-informative material. It introduces the pupils to life in a locality which is greatly affected by the sea, and it acquaints them with a civilization which is in marked contrast with their own. While the story is to be read primarily for enjoyment, the follow-up exercises provide further practice in summarizing and the Preparatory Book follow-up exercises (Preparatory Book page 75) offer incentives for carefully rereading and studying the selection.

Preparation

Preparatory Book pages 73-74 should be completed before this story is begun.

Reading

As Preparatory Book page 75 directs, this story is to be read first for enjoyment. If it seems desirable, oral reading may follow the first silent reading. The pupils may proceed at once with the exercises on Reader pages 387-388 and then turn back to Preparatory Book page 75.

Follow-up

The pupils may check with the blackboard key the numbers of the sentences which are to be used for the summary. These sentences are: 1, 3, 5, 6, 8, 9, 11, 13, 14, 15, 16, 18. The pupils may then read aloud in sequence the sentences corresponding to these numbers and discuss the summary which they constitute.

Pictures obtained in accordance with the suggestion in "Things to Do" may be shown and discussed. Time should be allowed for any further reports about the South Sea Islands which the pupils are able to make.

Further follow-up work is provided by the exercises on Preparatory Book page 75.

Pages 389-390**Objectives**

This selection gives further experience for the reading of pleasant verse and constitutes a poetic interpretation of the theme of the unit.

Reading

The pupils may read the poem silently. Later, pupils who wish to do so may read it aloud or recite it.

Follow-up

The pupils may continue to look for poems related to the theme of this unit. They may read to the class poems which they like and may continue to add to the class book of verse. Some of the pupils may be interested in composing original poems.

C. PREPARATORY BOOK PAGE 75

Page 75**Objectives**

This page provides motives for careful rereading of "South Sea Playmates" and for reorganization of the factual material contained in the story.

Procedure with Preparatory Books

Superior and average pupils may read the page silently and carry out the directions. With slow classes the teacher may find it desirable to have the silent reading followed by oral reading and discussion. During the discussion the pupils may make notes on paper. Later, they may reorganize these notes, if necessary, and write their final answers in the Preparatory Books.

Procedure without Preparatory Books

The teacher may reproduce on the blackboard the exercises on the Preparatory Book page. The procedure with this blackboard material may be the same as that directed above for classes equipped with Preparatory Books.

Follow-up

The pupils may read aloud the work which they have done in accordance with Directions 1-4. The substance of the responses should be as follows:

1. Orange trees, banana trees, coconut trees, guava trees, bread-fruit trees, and frangipani trees.
2. When the frangipani tree blooms, the leaves fall from the branches. The flowers smell like magnolia blossoms.
3. The bread-fruit tree has big, shiny green leaves. The fruit looks like pale-green cannon balls hanging from long cords.
4. Red, green, turquoise blue, pale yellow-green, blue-green, orange, blue, deep blue, emerald green, black, yellow, mother-of-pearl.

In reading these answers aloud, the pupils should refer back to the story to prove or correct their responses.

The following suggests certain facts which may be used in Exercise 5:

<i>name</i>	<i>size</i>	<i>color</i>	<i>interesting facts</i>
orange fish	tiny	orange	They are thin as rose petals and have big blue button-like eyes. They swim in schools.
parrot fish	bigger than orange fish		They look like parrots with scales instead of feathers. They have beaks like macaws.
angel fish	flat	yellow with black stripes	They are flat with a delicate ten-with black drill attached to top fins which floats gracefully behind them.
black fish	long	black	They have a shovel-shaped head and a big mouth set with a row of long, sharp teeth. They attack people, and their bite is as bad as that of a small shark.

The pupils may be interested in collecting pictures of the various trees, plants, and fish mentioned in the story.

UNIT VII — PART 3

A. PREPARATORY BOOK PAGES 76-78

(PREPARATION FOR PAGES 391-412 OF "LET'S TRAVEL ON")

Pages 76-77

Objectives

These pages provide information which is of value in relation to the next Reader selection and the topic of the entire unit. They provide experience in an exacting type of study reading.

Procedure with Preparatory Books

The pupils may first read each page silently. Oral reading and discussion of the page may follow. After the reading and discussion

the pupils may do the written work required. Slow pupils may need the teacher's supervision in doing the written work required by page 76.

Procedure without Preparatory Books

The teacher or one of the pupils may reproduce on the blackboard the drawing of a ship which appears at the top of Preparatory Book page 76. If it is not convenient to make this blackboard drawing, the teacher should secure a large picture of a sailing ship similar to the Preparatory Book illustration. With the picture in view of the class, the teacher may read to the pupils the text of Preparatory Book page 76. She should read slowly and carefully and allow time for the identification of each part named. The article may be read again by various pupils taking turns. During this reading each of the parts of a ship may be written on the blackboard. Later, the pupils may reread this blackboard list and attempt to describe verbally each part as it is named. As a final exercise the pupils, using the blackboard list for reference, may draw pictures of a ship on which each of the various parts is shown and labeled.

The teacher may reproduce on the blackboard the questions from Preparatory Book page 77. Pupils may take turns reading aloud the article "Schooners and Clippers" from the teacher's Preparatory Book. All the pupils should have an opportunity to see the illustrations of this article. Following the reading of the article, the pupils may read the blackboard questions and write their answers on paper.

Follow-up

For the checking of the work of Preparatory Book page 76 the pupils may exchange Preparatory Books or papers and check one another's work. Differences of opinion about the placing of the names may be settled by discussion and by reference to the picture of a ship in a large dictionary or to such a book as Gimmage's "Picture Book of Ships." If such books are not available, the teacher may mark the picture in her Preparatory Book and have the pupils use this as a key.

If interest warrants, further discussions of ships may take place. The pupils may be interested in naming and describing other kinds of boats with which they are familiar.

The pupils may read aloud and compare with the Preparatory Book text their answers to the questions on page 77. The answers are:

1. Gloucester, Massachusetts
2. Captain Andrew Robinson
3. Donald McKay
4. From Boston around Cape Horn to California

A ship model would be very useful in connection with the work of these pages. In some classes there may be a pupil who would be interested in making a ship model. If so, he should be encouraged to do it.

Page 78

Objectives

This page is designed to give geographical information which will be of value to the pupils in understanding "In Yeddo Bay." It develops their skill in interpreting maps and continues the integration of geography with reading. The second group of exercises on the page gives advance experience with words which occur in the coming Reader selection. The final question on the page gives the pupils an opportunity to express a preference and to state the reasons on which their preference is based.

Procedure with Preparatory Books

The pupils may examine the map of Japan on this page and discuss the features which it shows. They may compare the Preparatory Book map with a map of the world or a globe. After this they may read the text silently and carry out the directions. The teacher should note that the final question cannot be answered until the pupils have read "In Yeddo Bay."

Procedure without Preparatory Books

The teacher should display a large map which shows Japan.

Through oral discussion she may call the pupils' attention to the features mentioned in the Preparatory Book text.

The teacher may adapt the directions for looking up the Japanese words *yen*, *sen*, and *sampan*. She may place this adapted material on the blackboard, and the pupils may read it and write their answers on paper.

The final question on page 78 is to be answered after "In Yeddo Bay" is read.

Follow-up

The pupils may find other material about Japan and report on it to the class. They may recall that "The Artist and the Cat" had its setting in Japan and they may be interested in re-examining pictures and other materials collected in connection with this story.

The answers to the exercise on page 78 to be expected are as follows:

A bay is a small inlet of the sea.

yen — a Japanese coin; found between the guide words *unami-able* and *zigzag*.

sen — a Japanese cent; found between the guide words *San Jose*, *soggy*.

sampan — a kind of small boat used in rivers and harbors of China and Japan; found between the guide words *quartz*, *sampan*.

The answers to the last two questions will vary.

B. "LET'S TRAVEL ON," PAGES 391-412

Pages 391-410

Objectives

This selection provides an opportunity for the reading of a realistic story of adventure and for appreciating the ingenuity and courage of the chief character. It acquaints the pupils with certain interesting phases of life in a foreign country. The exercises which follow give practice in accurate recall of interesting details, in exact use of words, further interpretation of a map, and the relation of current reading material to a selection read earlier.

Preparation

Preparatory Book pages 76-78 should be completed before this story is begun, and the pupils should have had an opportunity to become acquainted with important facts about Japan.

Reading

All except the very slow readers should be able to read this selection as a whole silently. With slow groups, if it seems desirable, the story may be divided into two parts, the first part ending with the first paragraph on page 397; or the teacher may read several pages to the class, pause for discussion, and let the pupils finish by themselves.

If the pupils are interested in discussing the story, they should be given an opportunity to do so before taking up the exercises on pages 409-410. "Some Books to Read," page 408, may be considered in connection with the discussion.

The pupils may then do the exercises which follow the story. They may read these exercises and write their answers on paper.

Follow-up

After the pupils have completed "Yes or No?" (pages 409-410) they may exchange papers and check each other's work. Differences of opinion may be settled by reference to the text. The correct answers are:

- | | | | |
|--------|--------|---------|---------|
| 1. Yes | 5. No | 9. No | 13. Yes |
| 2. Yes | 6. Yes | 10. Yes | 14. No |
| 3. No | 7. Yes | 11. No | 15. Yes |
| 4. Yes | 8. Yes | 12. Yes | 16. No |

Pupils who reveal the need for further work with this story may reword the incorrect statements (3, 5, 9, 11, 14, 16) so that they correspond with the facts.

Instructions for follow-up work with the first exercise of "Things to Do" are given in the Reader. The words to be written are:

athletic	cool-headed	polite	young
brave	determined	strong	

The pupils may reread the other words in the list and determine whether any of these words fits other characters in the story.

Pages 411-412**Objectives**

This poem forms a fitting culmination to the literary aspect of this unit. It introduces the pupils to an important figure in American literature, Henry W. Longfellow, and makes them acquainted with a poem which is widely known.

Reading

The teacher may prepare for this poem by speaking of Longfellow's home in Portland, Maine — the beautiful town mentioned in the poem the class is about to read. If possible, she should show the pupils a picture of his home.

The pupils may read the poem silently and then orally, enjoying its musical qualities and the charm of its word pictures. The children will be interested in the reference to the Hesperides if they recall the story "The Three Golden Apples" from the Fourth Reader of *The New Work-Play Books*.

Follow-up

The pupils may illustrate by paraphrasing or citing lines from some of the many pictures which the poem holds.

If the class enjoyed "My Lost Youth," it will be an excellent idea for the teacher to read the entire poem to them, since only a part of it is given in their Reader. They may enjoy, too, hearing other poems by Longfellow and learning something about his life.

They may read, recite, and discuss other poems about the sea which they have read either in class or during their leisure reading.

C. PREPARATORY BOOK PAGE 79**Objectives**

This page provides a review of materials read during the chapter. It provides incentives for rereading and reconsidering the material covered.

Procedure with Preparatory Books

The pupils may read the page silently and carry out the directions. The teacher may suggest that they answer as many as possible of the questions without looking back in the Reader. She may point out, however, that a correct answer arrived at by consulting the Reader is preferable to an incorrect answer given independently.

Procedure without Preparatory Books

The teacher may reproduce on the blackboard the exercises from the Preparatory Book page. The procedure with the exercises may be the same as that directed above for classes equipped with Preparatory Books.

Follow-up

The pupils may read aloud and check with the Reader their answers to the questions. The correct answers are:

Stories

- "Sea Lion Caves"
- "South Sea Playmates"
- "In Yeddo Bay"

Authors

- Trella Dick
- Robert Lee Eskridge
- Jack London

The answers to the second group of questions are:

- | | |
|--------------------------|---------------------------|
| 1. "South Sea Playmates" | 6. "In Yeddo Bay" |
| 2. "Sea Lion Caves" | 7. "Sea Lion Caves" |
| 3. "Sea Lion Caves" | 8. "South Sea Playmates" |
| 4. "South Sea Playmates" | 9. "In Yeddo Bay" |
| 5. "In Yeddo Bay" | 10. "South Sea Playmates" |

Characters

- Nan in "Sea Lion Caves"
- Yo in "South Sea Playmates"
- A police lieutenant in "In Yeddo Bay"
- Charles Lyon in "Sea Lion Caves"
- Jimmie in "Sea Lion Caves"
- A sampan man in "In Yeddo Bay"
- Ti-Ti in "South Sea Playmates"

Characters

Mrs. Finnegan in "Sea Lion Caves"

Maniota in "South Sea Playmates"

The captain's son in "In Yeddo Bay"

The pupils should be encouraged to express their opinions of the different selections read in this unit, both those in the Reader and those in the Preparatory Book. They should tell what they like and why they like it.

The pupils should enter on the chart on Preparatory Book page 96 the titles of books which they have enjoyed in connection with this unit. Pupils who are not equipped with Preparatory Books may make similar entries on their charts which they were instructed to make in an earlier lesson (Manual page 286).

CHAPTER XIII

LESSON PLANS FOR UNIT VIII—

“GOLD HUNTERS”

Topic

This unit introduces the pupils to a colorful phase of American history — the search for gold — and in so doing gives much information about pioneer life and early travel. The Reader materials consist of poems and factual selections, and the Preparatory Book supplies background information and work-type activities. A historical approach is made in the Reader selections, and the work with the unit will lead naturally to a further reading of history.

Objectives

The main objective of the unit is to cultivate in the pupils an interest in learning about earlier times in their own country. They should become aware of the hardships of the pioneers and the courage and fortitude with which these people were endowed.

The unit is designed to train the pupils in the techniques of reading historical material and in relating geographical information to other areas. Exercises which follow several of the articles in both the Reader and Preparatory Book are organized in such a way as to develop and exercise these special techniques.

Other exercises require the pupils to read with attention to important points, to read in order to answer questions and follow directions, to interpret maps, to skim previously read material for specific purposes, and to exercise recall. The word study program includes activities with compound words, practice in syllabifying words, marking vowels, matching words and definitions, and working out word meanings from context. Practice in outlining is continued, and the pupils are shown how to use and to make an index. The unit

includes a test of speed, numerous comprehension tests, and several tests of recall — some of which review the book as a whole.

Activities

Extensive supplementary reading may and should be a major activity in connection with this unit. The story "The Forty-Niners" provides an excellent occasion for an activity related to the gold rush to California. From this story, and from supplementary readings, the pupils may learn how and where gold was discovered; how the news was spread; what obstacles had to be faced in getting to California; what vehicles were used; what routes were followed; and, incidentally, what American life was like in that period. They may make illustrations of objects and episodes; and they may compile books on the subject with illustrations, stories, poems, and factual matter. Episodes of the gold rush and the events leading up to it can be presented in a play, a pageant, or a series of living pictures posed by the children. The last-mentioned types of activity would give an occasion for study of the costumes of the period. A model of a prairie schooner might be made. One or two songs of the period might be learned and sung. Stephen Foster's "Oh! Susanna" may be found in *Song Treasury* (Macmillan) by Harriet Garton Cartwright and in various other collections. The words of a parody used by the Forty-Niners are given on pages 230-231 of *Gold* by Edward Sabin. The teacher will find Chapter V of this book helpful and interesting in relation to the work of the unit. An extensive account of the gold rush, authentic in all its details, which the teacher should also find valuable at this time is *Forty-Niners* by Archer Butler Hulbert.

"Seward's Icebox" may lead to a study of present-day conditions in Alaska. A stimulating approach to such a study could be made by planning a tour of Alaska. The class working together might decide upon the features of Alaska and the places of that region which would be most interesting to explore. Individuals, or small committees, might then assume the responsibility of gathering information, pictures, illustrative articles and the like relating to specific topics. The results of these investigations might be presented in the

form of a "tour," during which those who have specialized in learning about a particular region would act as "guides" to the rest of the class who would make up a tourist party.

Books for Children's Reading with Unit VIII

The easiest books — those of second-, third-, or fourth-grade difficulty — are marked (a); those of average fifth-grade difficulty are marked (b); those that are somewhat more difficult are marked (c).

A number of the books in this list relate to other pioneering experiences than those of gold hunters.

AUTHOR	TITLE	PUBLISHER
Bass, Florence.	<i>Stories of Early Times in the Great West</i> (b).	Bobbs.
Brock, Emma.	<i>Drusilla</i> (b). About a trip in a covered wagon.	Macmillan.
Carr, Mary Jane.	<i>Children of the Covered Wagon</i> (b). The Oregon Trail in 1844.	Crowell.
Coatsworth, Elizabeth.	<i>Dancing Tom</i> (a-b). A pioneer family's trip down the Mississippi on a flatboat.	Macmillan.
Coryell, Hubert V.	<i>Klondike Gold</i> (c). Story of a boy who went to Alaska to look for gold.	Macmillan.
Crawford, Phyllis.	<i>Hello, the Boat!</i> (b-c). A pioneering story. The boat was on the Ohio River.	Holt.
Dawson, Grace S.	<i>California. The Story of Our Southwest Corner</i> (b). Unusually interesting history.	Macmillan.
Dawson, Grace S.	<i>Nuggets of Singing Creek</i> (b-c). A story of California goldmining.	Doubleday.
Deming, Therese O.	<i>Indians of the Wigwams</i> (b).	Albert Whitman.
Deming, Therese O.	<i>Many Snows Ago</i> (b). Indian child life in the Old West.	Stokes.
Fox, Edith K.	<i>In Old California</i> (a).	Macmillan.
Hall, Charles G.	<i>Through By Rail</i> (b-c). The story of railroads in the United States.	Macmillan.
Lomen, Helen.	<i>Taktuk, an Arctic Boy</i> (b). About an Eskimo boy in Alaska.	Doubleday.
Meadowcroft, Enid L.	<i>By Wagon and Flatboat</i> (b). A trip in 1789 from the east to what is now Cincinnati.	Crowell.
Sperry, Armstrong.	<i>Wagons Westward: The Old Trail to Santa Fe</i> (b).	Winston.

AUTHOR	TITLE	PUBLISHER
Thomson, Jay Earle.	<i>Our Pacific Possessions</i> (c). Has article on Alaska.	Scribner.
Wilder, Laura Ingalls.	<i>Little House on the Prairie</i> (b).	Harper.
Wilder, Laura Ingalls.	<i>On the Banks of Plum Creek</i> (b). Books about a pioneering family.	Harper.

Poems for Use with Unit VIII

The numbers following each title indicate the books in which the poems may be found. For the related list of anthologies and collected poems, see Manual pages 296-297.

Since the number of poems related specifically to gold hunters is limited, this list includes also poems related to pioneering and to stirring activity of various kinds.

Benét, Rosemary and Stephen Vincent.	Captain Kidd 5
Benét, Rosemary and Stephen Vincent.	Southern Ships and Settlers 5
Cather, Willa.	Spanish Johnny 40
Chute, Marchette G.	My Ship 7
Flecker, James Elroy.	The Golden Journey to Samarkand 43
Fyleman, Rose.	The Fairies Have Never a Penny to Spend 18, 40, 44
Guiterman, Arthur.	Daniel Boone 40
Guiterman, Arthur.	The Oregon Trail 40
Guiterman, Arthur.	The Pioneer 40
Lomax, John A. (Ed.)	The Cowboy's Life 40
Masefield, John.	A Ballad of John Silver 40
Masefield, John.	Cargoes 44
Meigs, Mildred Plew.	If I Were a One-legged Pirate 36
Meigs, Mildred Plew.	The Pirate Don Durk of Dowdee 36
Naidu, Sarojini.	In the Bazaars of Hyderabad 45
Old Song.	Oh Susanna! 46
Old Song.	The Railroad Cars Are Coming 40
Poe, Edgar Allan.	Eldorado 46
Thayer, Mary Dixon.	Treasures 40
Whitman, Walt.	Pioneers! O Pioneers! 40, 42, 47

Selected Songs for Unit VIII

The following is a list of suitable songs selected by Miss Marian Flagg, Director of Music Education, Dallas Public Schools, Dallas, Texas. Following the title of the song is the page on which it appears in one of the five books listed on page 91. The letters following the page number identify the particular book. These identifying letters are repeated on page 91.

Clementine	p. 44 S.A.C.
California	p. 42 S.A.C.
Oh Susanna (Foster)	p. 13 E.S.
Sweet Betsy, from Pike	Carl Sandburg, American Songbag.

Occasionally stories of the great westward migrations forget to mention the everyday occurrences in the lives of the people—as, for instance, the customary singing by members of the wagon trains of the good old songs brought from every hearthstone in almost every county of every one of our states. The most popular were:

Home Sweet Home	p. 72 N.A.S.B.
The Last Rose of Summer	p. 92 N.A.S.B.
Ben Bolt	p. 75 N.A.S.B.
Auld Lang Syne	p. 44 N.A.S.B.
Annie Laurie	p. 92 N.A.S.B.
The Campbells Are Coming	p. 42 N.A.S.B.
Flow Gently, Sweet Afton	p. 93 N.A.S.B.

“Ramona” includes mention of hymns sung at dawn by early Californians, such as Alleluia, 16th century hymn, words by St. Francis of Assisi. P. 110, U.F.S.

UNIT VIII — PART 1**A. PREPARATORY BOOK PAGES 80-85**

(PREPARATION FOR PAGES 413-433 OF "LET'S TRAVEL ON")

Pages 80-81**Objectives**

The article on Preparatory Book page 80, "Traveling in a Prairie Schooner," provides an informal background for the next Reader selection. It serves also as a test of the pupils' speed of reading. The first exercise on page 81 tests accuracy of comprehension and the second exercise provides further practice in making an outline.

Procedure with Preparatory Books

"Traveling in a Prairie Schooner" and "Which Is Right?" are to be taken as tests, and the procedure should be the same as that directed for earlier tests of these kinds. (See Manual pages 92-93.)

Following the scoring and recording of the tests, the pupils may, if it seems desirable, read "Traveling in a Prairie Schooner" aloud and discuss its content. They may then read silently and carry out the directions for "Making an Outline." With slow classes the outline may be worked out co-operatively. In all cases, the pupils should be encouraged to make rough notes on paper before writing the final statements in the Preparatory Book blanks.

Procedure without Preparatory Books

The teacher may select other suitable material to be used as a test of speed and prepare blackboard questions based on it. The tests may then be administered, scored, and recorded as directed for earlier tests of these kinds. (See Manual pages 93-94.)

After work with the tests is completed, "Traveling in a Prairie Schooner" may be read orally from the teacher's Preparatory Book. The exercise "Which Is Right?" (Preparatory Book page 81) may be reproduced on the blackboard, and the pupils may read it silently and write their answers on paper as a test of recall.

The pupils may make the outline directed in "Making an Outline." For this purpose "Traveling in a Prairie Schooner" may be reread orally, one paragraph at a time. At the end of each paragraph the reading may be interrupted to permit the pupils to reorganize its content in outline form. If the teacher wishes, the outline may be worked out on the blackboard as a group enterprise.

Follow-up

The pupils may read aloud and check their answers to "Which Is Right?" The answers are:

- | | |
|-----------------------|------------------------------|
| 1. prairie schooners | 6. for food and clothing |
| 2. by oxen | 7. by running off |
| 3. two miles per hour | 8. boys |
| 4. women and children | 9. several prairie schooners |
| 5. men on horseback | 10. attack by Indians |

They should then make the proper entries on the charts on Preparatory Book pages 91 and 94. Pupils without Preparatory Books should correct their answers to the blackboard questions in the same way and make similar entries on their homemade charts.

The pupils may compare their outlines and settle differences of opinion through discussion.

The outline based on "Traveling in a Prairie Schooner" should be substantially as follows:

- I. Prairie schooners
 - A. used by pioneers traveling westward
 - B. canvas-covered wagons
 - C. drawn by horses, mules, or oxen
- II. Oxen
 - A. two or three pairs used
 - B. faithful creatures
 - C. traveled about two miles an hour
- III. Uses for the wagon
 - A. held food and household goods
 - B. women and children rode and slept in it
 - C. men slept out of doors unless weather was bad

IV. Cows, sheep, and hogs

- A. taken for food and clothing
- B. herded by men on horseback
- C. traveled steadily after they became used to trip

V. Roads

- A. often bad
- B. sometimes none at all
- C. after rain were very muddy

VI. Wagon trains

- A. several prairie schooners traveling together
- B. used west of the Missouri River
- C. furnished protection from Indians and facilitated transportation of large quantities of goods

Pages 82-83**Objectives**

These pages give geographical and historical information which is of value in understanding the next Reader selection. The pupils' ability to interpret maps is extended, and further experience is given in reading informative material.

Procedure with Preparatory Books

The pupils may discuss the map on Preparatory Book page 83 and compare it with a large map showing the entire United States. They should be helped to pronounce correctly the place names which appear on the map. Superior and average pupils may then read the article silently and do the exercises based on it. With slow pupils, silent reading of the article may be followed by oral reading, and the exercises may be discussed before the pupils do the written work.

Procedure without Preparatory Books

The teacher may display a wall map showing the Northwest Territory. She may read aloud to the pupils the Preparatory Book article or give them equivalent information verbally. The exercise "Can You Tell?" (Preparatory Book page 82) may be reproduced on the

blackboard. The pupils may read it silently as a test of recall and write their answers on paper.

The teacher may reproduce on the blackboard the directions given in "Things to Do," omitting instructions to color or mark. The pupils may find the specified places on the wall map. Later, they may draw individual maps of the Northwest Territory and indicate the places mentioned. The maps may be drawn free-hand or traced from the teacher's Preparatory Book.

Follow-up

The pupils may exchange Preparatory Books or the maps they drew and compare their work. Differences of opinion should be settled through discussion.

The pupils may read aloud their answers to "Can You Tell?" The answers are:

1. The Northwest Territory
2. Fort Kaskaskia
3. French, British, Americans
4. Virginia
5. July 4, 1778
6. Fort Vincennes
7. Two hundred miles

The pupils may be interested in securing additional information about the Northwest Territory and about George Rogers Clark. Opportunity should be made for pupils to read to the class interesting material which they have found and to make oral reports.

Page 84

Objectives

These exercises further the development of the pupils' ability in word analysis by means of activities in analyzing words.

Procedure with Preparatory Books

The pupils may read and discuss the directions for the exercises. Superior and average pupils may proceed independently in following

the directions. Slow children may profit by more extensive oral discussion.

Procedure without Preparatory Books

The teacher may reproduce on the blackboard the text of the Preparatory Book page. The pupils may read the blackboard material silently and write their answers on paper.

Follow-up

The pupils may read their completed work aloud. The answers expected are listed below. The teacher should tell the pupils that although there may be several small words in the big words, they should choose only those words which correctly complete the sentences.

First Exercise

- | | | |
|---------|-------------|-----------|
| 1. saw | 5. complete | 9. work |
| 2. in | 6. law | 10. suits |
| 3. ship | 7. owner | 11. men |
| 4. mill | 8. horse | 12. back |

Second Exercise

1. stage — coach
2. news — paper
3. sea — men
4. tire — some
5. ox — cart
6. hard — ship

Suggested answers for the last exercise are: whenever, sometime, anytime, someone, seaport, flagstaff.

Page 85

Objectives

This page provides advance motives for reading the coming Reader selection and incentives for later recall and rereading. The first half of the page is read before the pupils take up the selection, "The Forty-Niners." After reading "The Forty-Niners" they are to return to the Preparatory Book to complete the work with the page.

Procedure with Preparatory Books

The pupils may read silently the questions on the first half of the page. If it seems desirable, these questions may be discussed, and the pupils may attempt to predict what the answers will be.

After the pupils finish reading "The Forty-Niners" in their Readers, they are to return to this page. They will then write answers to the questions in the proper blanks. When they have completed the first half of the page, they may take up "Some Dates to Look Up." They may read the directions for this exercise silently and follow the instructions.

Procedure without Preparatory Books

The teacher may reproduce on the blackboard the six questions given on the first half of the Preparatory Book page. The procedure with these questions may be the same as that directed above for classes equipped with Preparatory Books.

After reading "The Forty-Niners," the pupils may write their answers to these questions on paper. The teacher may then reproduce on the blackboard the questions given on the second half of the Preparatory Book page under the heading "Some Dates to Look Up." The pupils may read these questions silently, skim through "The Forty-Niners" to find the answers, and write the required dates on paper.

Follow-up

The pupils may read their answers aloud and discuss them. Suggested answers are:

First Exercise

1. Most of the white people were chiefly Spanish. They had great ranches and were interested in raising cattle and horses. There were people from other countries, and there were Indians.
2. Sutter had sixty miles of land and a fort to guard it. He had 300 white men and a thousand Indians working for him. He owned 12,000 cattle and many horses, sheep, and hogs.
3. James Wilson Marshall
4. Marshall

5. They traveled by boat, railroad, covered wagon, ox-cart, on horseback, or on foot.
6. A railroad across the continent was completed.

Second Exercise

(Dates)

- | | |
|-----------------------------|-----------------|
| 1. January, 1848 | 6. Spring, 1847 |
| 2. About September 15, 1848 | 7. Spring, 1849 |
| 3. February, 1848 | 8. 1850 |
| 4. 1839 | 9. 1885 |
| 5. 1847 | 10. 1869 |

B. "LET'S TRAVEL ON," PAGES 413-433

Pages 413-430

Objectives

This section gives an opportunity for the reading of a poem and a story about an important and interesting phase in the history of the United States. It develops the pupils' ability to read historical material understandingly and should arouse interest in further reading along historical lines. The exercises which follow the story afford a check on comprehension, provide further incentives for the study of maps, encourage vocabulary study, and give suggestions leading to the use of reference books.

Preparation

Preparatory Book pages 80-84 should be completed before this story is read. Preparatory Book page 85 should be read and studied, but answers should not be written until the story has been read.

Reading

The pupils may read the old song on page 413 and discuss the period of American life it represents.

Most pupils can read the selection "The Forty-Niners" as a unit. Very slow readers may take the story in two parts, stopping at the foot of page 421. Before completing the story, they may discuss and review the first part and attempt to tell what probably happened

next. After the second unit has been completed, the pupils may discuss that part and the story as a whole.

The pupils should be allowed to read the story orally and discuss it if they express a desire to do so. Work with the exercises on page 430 should come directly after the reading.

Follow-up

The pupils may read aloud their answers to "What Can You Tell?" Individual answers to these questions will vary but the following answers are the most likely ones:

1. The Forty-Niners were people who went to California in 1849 to look for gold.
2. Gold was discovered by Marshall in January, 1848 while he was building Sutter's sawmill.
3. Mexico owned California when Sutter first went there.
4. Spanish people lived on large ranches.
5. John Sutter got a grant of land in California from Mexico and built a "kingdom."
6. James Marshall was a carpenter for Sutter. He discovered the first gold.
7. An Indian tribe owned the land around Sutter's mill, and Sutter and Marshall leased the land from this tribe.
8. Lieutenant Edward Beale was the first person to take a message about the discovery of gold in California to the Secretary of State in Washington.
9. A prairie schooner was a big covered wagon in which families traveled across the continent to seek gold in California.
10. A great railroad across the continent was completed in 1869.

The pupils should give orally their responses to the suggestions in "Things to Do."

Consideration should be given to the books mentioned in "Some Books to Read." Before the pupils go on to the next section of the unit, time may be taken for further reading about the Forty-Niners and for oral reports of interesting information acquired.

Preparatory Book page 85 provides further follow-up for this story,

and the pupils may write their answers and discuss them when the story has been completed.

Pages 431-433

Objectives

This selection introduces the pupils to a poem based on the theme of the unit. It interprets in verse the spirit of the pioneers, and the reading of it should make the pupils realize that a topic may be treated in more than one literary form.

Reading

The pupils may read aloud and discuss the introductory note which precedes the poem. They may read the poem silently and later orally in chorus as suggested in "Something to Read." They should be helped to enjoy its marked rhythm.

Follow-up

"Western Wagons" may be sung to the tune of "Oh Susanna."

The pupils may look for other poems and songs which relate to the search for gold. They may learn that some of these were composed by the people who had the adventures they describe.

UNIT VIII — PART 2

A. PREPARATORY BOOK PAGES 86-88

(PREPARATION FOR PAGES 434-448 OF "LET'S TRAVEL ON")

Page 86

Objectives

This page gives advance experience with words which occur in the next Reader selection. It also reviews certain of the words met with in the preceding unit. The exercises develop further skill in syllabication, the pronunciation of long and short vowel sounds, the use of diacritical marks, and the use of the dictionary.

Procedure with Preparatory Books

The pupils may, with the teacher's assistance, pronounce orally the three columns of words which appear at the head of the page. They may then read the remainder of the page silently and carry out the directions.

Procedure without Preparatory Books

The teacher may reproduce on the blackboard the Preparatory Book exercises. The pupils may proceed as directed above, writing their answers on paper.

Follow-up

The pupils should look up in the dictionary the meanings of the words of which they are not sure. They may locate on maps the geographical names: *Sacramento, Coloma, Honolulu, Bering Strait, Siberia, Nome, Yukon, Klondike*. They should be encouraged to utilize the description after each name which they find in the Short Dictionary as a help in selecting the map on which to locate it. (Further experience with the map of Alaska will be given in the next Preparatory Book lesson.)

The pupils may consult the dictionary for definitions of the non-geographical words in the list and use these words in sentences.

Page 87**Objectives**

The first exercise on this page gives further training in the interpretation of maps and acquaints the pupils with geographical information which will be of value in understanding the next Reader selection. The second exercise on the page gives further experience with some of the words introduced on Preparatory Book page 86 and which will be used in the next Reader selection.

Procedure with Preparatory Books

The pupils may observe and discuss the map of Alaska, pointing out place names with which they are already familiar through the

preceding Preparatory Book lesson. They may then read the page silently and carry out the directions for both exercises, consulting a dictionary when necessary.

Procedure without Preparatory Books

The teacher may display a large scale wall map showing Alaska. She may list on the blackboard the places mentioned in the Preparatory Book directions. The pupils may find each of these places on the map.

The teacher may reproduce on the blackboard the second exercise found on Preparatory Book page 87. Pupils may read the blackboard material silently and write their answers on paper.

Follow-up

Pupils with Preparatory Books may compare their books to check their map work.

They may read aloud their answers to "Words and Definitions." The answers to the first part of this exercise are:

- | | |
|--------------|--------------|
| 1. constable | 4. otter |
| 2. mineral | 5. bandit |
| 3. nugget | 6. petroleum |

Answers to the second part of the exercise will vary. The pupils should be encouraged to discuss their answers and to relate them to their everyday experiences.

Page 88

Objectives

The exercises on this page serve both as advance motives for reading the coming Reader selection and as follow-up work after the selection has been read. They provide training in determining important points in a selection and in reorganizing material read.

Procedure with Preparatory Books

Before studying "Seward's Icebox," the pupils may read silently and orally the exercises on the Preparatory Book page. They may

discuss the questions and in cases where they believe they already have information bearing upon the questions, they should be permitted to offer it. The teacher may suggest that each pupil provide himself with pencil and paper in order to make notes during the reading of "Seward's Icebox."

After this first reading and discussion of the Preparatory Book page, the pupils should read the Reader selection as directed. They should then return to the Preparatory Book page and write their answers to the questions. With slow classes, it may be desirable to discuss the proposed answers before they are written in the Preparatory Book.

Procedure without Preparatory Books

The teacher may write on the blackboard the exercises from the Preparatory Book page. The procedure with this blackboard material may be the same as that directed above for pupils equipped with Preparatory Books.

Follow-up

The pupils may read aloud and discuss their answers to the Preparatory Book exercises. The substance of the answers expected is:

Part 1

1. The Russians were hunting furs and trading with the Indians.
2. Baranof was a manager of all the trading posts of the Russian-American Fur Company.
3. The fur business grew poor, and Russia was too far away from Russian America to manage it properly.

Part 2

1. The United States bought Russian America for \$7,200,000.
2. Alaska, which was the Indian name, meaning "a great land."
3. Gold had been discovered in Alaska.

Part 3

1. By steamer, flat-bottomed boat, on horseback, and on foot.
2. People saw that money could be made by selling food and shelter as well as by looking for gold.
3. Such valuable things as copper, silver, tin, lead, coal, petroleum, lumber, furs, salmon, cod.

Meanings of Names

Bonanza — the name of a gold mine in Alaska.

Eldorado — the name of a gold mine in Alaska.

Fairbanks — a city in Alaska where gold was found.

Excelsior — the name of the ship which came from Alaska to San Francisco with the first news of gold.

Portland — the name of a ship which came to Seattle from Alaska bringing miners who had gold in their possession.

Walrussia — one of the funny names Americans gave Alaska after Seward bought it from Russia.

Klondike — a section in the valley of the Yukon River where the first gold was found.

Yukon — the name of a river in Alaska.

Bering — a Danish explorer in the employ of Russia who discovered Bering Sea, Bering Strait, and Alaska.

B. "LET'S TRAVEL ON," PAGES 434-448

Pages 434-446**Objectives**

This selection continues the development of interest in historical material and provides further experience in handling an informative selection. The exercises which follow review the parts of a book and provide training in making and using an index.

Preparation

Preparatory Book pages 86-87 should be completed, and Preparatory Book page 88 should be read before "Seward's Icebox" is begun.

Reading

Keeping in mind the questions on Preparatory Book page 88, the pupils may read "Seward's Icebox" silently. If it seems desirable, oral discussion may follow immediately, but in most cases it will be preferable to have the pupils complete the follow-up work in the Reader and the questions on Preparatory Book page 88 before discussing the story.

Pages 447-448**Objectives**

This selection provides another opportunity for the reading of pleasant verse and makes a fitting conclusion for the Reader.

Reading

The pupils may read the poem silently and orally.

Follow-up

The pupils may discuss the poem and tell how it is applicable to the experiences which they have had in reading *Let's Travel On*.

UNIT VIII — PART 3**A. PREPARATORY BOOK PAGE 89****(REVIEW AND PREPARATION FOR PAGES 449-452
OF "LET'S TRAVEL ON")****Page 89****Objectives**

This page provides an opportunity to exercise recall of the stories in Unit VIII and to review some of the vocabulary introduced in these stories.

Procedure with Preparatory Books

The pupils may read the page silently and carry out the directions. As suggested in the Preparatory Book directions, they should try to

answer as many as possible of the questions without referring to the Reader.

Procedure without Preparatory Books

The teacher may reproduce on the blackboard the exercises of the Preparatory Book page. The pupils may proceed with this material in the manner directed above for classes equipped with Preparatory Books. They will write their answers on paper.

Follow-up

The pupils may read aloud their answers to the exercises, consulting the Reader to determine the accuracy of the answers given or to supply missing answers. The correct answers are:

Gold Hunters

1. Mexico
2. Bering
3. twenty-seven square miles
4. to get furs
5. Coloma
6. disturbed
7. They died poor.

The approximate answers expected for "Do You Know These Words?" are:

- | | |
|---------------|---------------------------------|
| 1. persuaded | 5. streams flowing into a river |
| 2. unfinished | 6. remarks |
| 3. country | 7. argument |
| 4. change | |

B. "LET'S TRAVEL ON," PAGES 449-452

Pages 449-451

Objectives

These pages provide an opportunity to review and test the recall of stories, reading skills and abilities presented during the work of the fifth-year period.

Reading

The children may read the directions for "A Review Match" silently and discuss them. The class may then be divided into two teams, as suggested, and the game may be played. The teacher should be careful to avoid permitting any unkind criticism.

Follow-up

If the teacher wishes, the children may write the answers to the twenty questions of "A Matching Game" after the game has been played.

Page 452

The pupils, using the index on page 452, may check the books suggested with their own lists of outside reading.

C. PREPARATORY BOOK PAGE 90**Page 90****Objectives**

These exercises give opportunity to exercise recall of the stories in the entire book and practice in skimming to locate answers which do not readily come to mind.

Procedure with Preparatory Books

The pupils may read the page silently and carry out the directions.

Procedure without Preparatory Books

The teacher may reproduce on the blackboard the materials of the Preparatory Book page. The pupils may read the blackboard text silently and write their answers on paper.

Follow-up

The pupils may read their answers aloud. The answers are:

- | | |
|------------------|----------------|
| 1. Good Fortune | 6. Budget |
| 2. Juliana | 7. the peddler |
| 3. Teddy Bear | 8. Yusuf |
| 4. Rocky Billy | 9. Ti-Ti |
| 5. Robert Fulton | |

The pupils may locate in the Reader each quoted passage on Preparatory Book page 90, and they may give the events which immediately precede and follow the given passage in each of the stories.

The examination of the book may lead to the desire to reread some of the stories, either silently or orally. If the pupils express such a desire, they should be allowed to carry it out.

The pupils may enjoy selecting other passages from the Reader stories and presenting these passages to the class for identification.

Preparatory Book Pages 91-96

INSTRUCTIONS FOR TESTS AND RECORDS

Pages 91-92

Objectives

These pages are for use with the tests of speed and comprehension which appear in the Preparatory Book at the beginning of each unit. They will have been taken up for the first time when the pupils complete the tests on Preparatory Book pages 1-2. (See Manual pages 92-93.) The Record Chart (Preparatory Book page 91) is used for the recording of scores and "How to Keep your Record Chart" (Preparatory Book page 92) gives directions for the use of the Record Chart.

Procedure with Preparatory Books

The pupils may read each page silently, then orally. Discussion of the page should follow in order that each child may understand clearly what is to be done. The directions on both pages will be self-explanatory to the teacher with the exception of Direction 4, page 92, which refers to the timing of the speed tests. As the pupils read each speed test, the teacher will write a number on the blackboard at the end of each ten-second period. Thus at the end of the first ten seconds, she will write 1, at the end of the next ten seconds she will erase 1 and write 2, and so on until the last pupil has finished reading. As each pupil finishes reading, he will look at the blackboard and enter on the blank provided at the bottom of the test page the number which he sees on the blackboard. If, for instance, he has taken three

and one-half minutes to read the test selection, the number on the board will be 21 and he will write 21 in the blank.

The same procedure is followed in timing all the speed tests throughout the Preparatory Book.

Procedure without Preparatory Books

The teacher may reproduce the Record Chart from page 91 on the blackboard, and each pupil may make a copy of it, if possible on heavy paper. The teacher may then give verbally the instructions which are given on Preparatory Book page 92.

The pupils should keep their Record Charts throughout the time they are engaged in reading *Let's Travel On*. The teacher will select suitable material to take the place of each speed test in the Preparatory Book and she will prepare questions similar to those which constitute the Preparatory Book tests of comprehension. The pupils will take these tests of speed and comprehension in the same manner in which pupils equipped with Preparatory Books take the Preparatory Book tests. After each test the pupils will record their scores on the charts which they had made.

Pages 93-94

Objectives

These pages teach the children how to make a graph based on the results of the periodic tests of speed and comprehension. Through this record of their own progress the pupils learn how to read graphs.

Procedure with Preparatory Books

The pupils may read each page silently, then orally. Discussion should follow the oral reading in order that each pupil may clearly understand the content of the pages. After the discussion the pupils may follow the directions. The work may be done step by step under the teacher's supervision. After each of the periodic tests of speed and comprehension the pupils are to return to Preparatory Book page 94 and make the appropriate entry on their "Reading Curve."

Procedure without Preparatory Books

Each child should be supplied with a piece of graph paper or a sheet similarly ruled. The teacher may give verbally directions for numbering the horizontal and vertical lines as they are numbered in the Preparatory Book. She should give verbally to the pupils explanations similar to those given in the Preparatory Book text. It may be convenient to have the pupils paste the graph sheet on the back of the Record Chart (see Manual page 285) or the chart and the graph may be kept separate and fastened in a manila folder for safe keeping. Pupils using these charts should make regular entries on them in the same manner as do pupils equipped with Preparatory Books.

Pages 95-96**Objectives**

These pages give instructions and a blank for keeping a record of books read in addition to the basal Reader. Work with the reading list should be started early — the end of Unit I is a good time.

Procedure with Preparatory Books

The pupils may read pages 95-96 silently, then orally. They should discuss the content and organization of these pages thoroughly so that they are clearly understood. Suitable entry should be made as early as possible. The first entry should be made under the teacher's close supervision. Later, the pupils may make their entries independently. The teacher should help them to realize that since space on the chart is limited, careful selection of books to be recorded should be exercised.

Procedure without Preparatory Books

The teacher may reproduce on the blackboard the chart from Preparatory Book page 96. The pupils may copy this chart on paper. The teacher may give verbally explanations equivalent to those on Preparatory Book page 95. These pupil-made charts are to be used in the same way as the Preparatory Book chart and should be preserved throughout the period the pupils are reading *Let's Travel On*.

APPENDIX I

REFERENCES FOR THE TEACHER

The following books will be helpful to the teacher in carrying on the reading program of the fifth grade. This list is suggestive rather than comprehensive. Many excellent titles might be added. References related to the topics of the various units of the reading course are listed in connection with the plans for those units.

A. BOOKS ON THE TEACHING OF READING

- | | |
|--|--|
| Betts, E. A. | <i>Prevention and Correction of Reading Difficulties.</i> Row, Peterson, 1936. |
| Booker, I. A. | <i>Better Reading Instruction</i> , N.E.A. Research Bulletin 13: No. 5, N.E.A., Washington, D.C. |
| Dolch, E. W. | <i>Psychology and Teaching of Reading.</i> Ginn, 1931. |
| Durrell, D. D. | <i>Improvement of Basic Reading Abilities.</i> World Book Company, 1940. |
| Gates, A. I. | <i>Interest and Ability in Reading.</i> Macmillan, 1930. |
| Gates, A. I. | <i>Improvement of Reading</i> (revised edition). Macmillan, 1935. |
| Gray, W. S. and Holmes, E. | <i>Development of Meaning Vocabularies in Reading.</i> An experimental study. Chicago University Laboratory Schools Publications, 1938. |
| Hildreth, G. | <i>Learning the Three R's.</i> Educational Publishers, 1936. |
| Huber, M. B. (Ed.). | <i>Story and Verse for Children.</i> Macmillan, 1940. |
| Huber, Bruner & Curry. | <i>Children's Interests in Poetry.</i> Rand, McNally, 1927. |
| McKee, P. | <i>Language in the Elementary School.</i> Houghton Mifflin, 1934. |
| McKee, P. | <i>Reading and Literature in the Elementary School.</i> Houghton Mifflin, 1934. |
| Monroe, M., Backus, B., and others. | <i>Remedial Reading.</i> Houghton Mifflin, 1937. |
| N.E.A. Department of Elementary School Principals. | "Newer Practices in Reading in the Elementary School." <i>Seventeenth Yearbook of the National Elementary Principal.</i> July, 1938. Vol. XVII. No. 7. N.E.A. Washington, D.C. |

- National Society for the
Study of Education. *Reading: A Second Report.* 36th Yearbook of the National Society for the Study of Education. Vol. 36. Part I. Public School Publishing Company, Bloomington, Illinois, 1938.
- Ramsey, E. (ed.) *Reading for Fun for Boys and Girls in the Elementary School.* Chicago National Council of Teachers of English, 1937.
- Russell, D. H., Karp, E. E.,
and Kelley, E. I. *Reading Aids Through the Grades: 225 Remedial Reading Activities.* Bureau of Publications, Teachers College, Columbia University, New York, 1938.
- Smith, E. S. *History of Children's Literature.* American Library Association, 1937.
- Smith, Nila B. *American Reading Instruction: Its Development and Significance.* Silver Burdett, 1934.
- Stone, C. R. *Better Advanced Reading.* Webster Publishing Company, 1937.
- Wilkinson, H. S. and Brown,
B. D. *Improving Your Reading.* Noble, 1938.
- Witty, P. and Kopel, D. *Reading and the Educative Process.* Ginn, 1939.
- Yoakam, G. A. *The Improvement of the Assignment.* Macmillan, 1939.
- Yoakam, G. A. *Reading and Study.* Macmillan, 1928.

B. REPORTS DEALING WITH BOOKS AND OTHER MATERIALS FOR SUPPLEMENTARY READING

- Bamberger and Broening. *A Guide to Children's Literature.* Johns Hopkins Press.
- Beust, Nora (compiler). *Graded List of Books for Children.* American Library Association, 1936.
- Budd, Ruth (ed.). *Science Books for Elementary School.* H. W. Wilson Company, 1937.
- California Library Ass'n. *Choosing the Right Book.* A List for Teachers and Librarians to Use with Retarded Readers. California Library Association, 1938.
- Colburn, Evangeline. *A Library for the Intermediate Grades.* University of Chicago Press, 1930.
- Committee of the N.E.A. and
National Council of
Teachers of English. *Graded List of Books for Children.* American Library Association, 1936.

- Enoch Pratt Free Library
Lists. *Read for Fun.* Enoch Pratt Free Library. Baltimore, Maryland.
- Frank, Josette *What Books for Children.* Doubleday Doran, 1937.
- Hunt, C. W. and others
(compilers). *Bookshelf for Boys and Girls.* R. R. Bowker Company, New York, 1932.
- Johnson, E., and Scott, C. E. *Anthology of Children's Literature.* Houghton, Mifflin, 1935.
- Lathrop, E. A. (compiler). *Aids in Book Selection for Elementary School Libraries.* Pamphlet No. 65, U. S. Government Printing Office. Washington, D. C., 1935.
- Moore, A. E. *Literature Old and New for Children.* Houghton Mifflin Company, 1934.
- Morse, M. L. *Selected List of Ten Cent Books.* Association for Childhood Education, 1201 Sixteenth Street, N. W., Washington, D. C.
- National Council of
Teachers of English. *Leisure Reading for Grades Seven, Eight and Nine.* Chicago National Council of Teachers of English, 1938.
- Teachers College Remedial
Reading Clinic. *List of Books Used in the Teachers College Remedial Reading Clinic,* New York, N. Y.
- Terman, L. M. and Lima, H. *Children's Reading.* Appleton, 1926.
- Washburne and Vogel. *What Children Like to Read.* Winnetka Graded Book List. Rand, McNally, 1936.
- Wilkinson, Weedon, and
Washburne. *The Right Book for the Right Child.* John Day Company, 1933. Supplement, 1935.

APPENDIX II

ADDITIONAL BOOKS FOR SUPPLEMENTARY OR LEISURE READING

In the following list, the easiest books — those of second-, third-, or fourth-grade difficulty — are marked (a); those of average fifth-grade difficulty are marked (b); those somewhat more difficult are marked (c).

Any good modern reader suited to the grade may well be added to the list given here.

The present list does not include books already recommended in connection with the major topics of the eight units of *Let's Travel On*. Titles already listed may be found on the Manual pages indicated below.

<i>Four-Footed Friends</i>	87-89
<i>Young Americans</i>	114-16
<i>Inventors and Inventions</i>	136-37
<i>Just for Fun</i>	162-63
<i>Children in Other Lands</i>	187-89
<i>Tales That Were Told</i> (Folk Tales)	213-15
<i>Salt Water Stories</i>	239-40
<i>Gold Hunters</i>	265-66

A list of suitable books of poetry is given on pages 296-297. Poems for use with each unit will be found in the Daily Lesson Plans.

AUTHOR	TITLE	PUBLISHER
Angelo, Valenti.	<i>Nino</i> (b-c). Italy.	Viking.
Anonymous.	<i>Aladdin and the Wonderful Lamp</i> (b).	Macmillan.
Association for Childhood Education.	<i>Told under the Blue Umbrella</i> (a). Realistic stories.	Macmillan.
Association for Childhood Education.	<i>Told under the Magic Umbrella</i> (a). Fanciful stories.	Macmillan.

AUTHOR	TITLE	PUBLISHER
Bacon, Peggy.	<i>Mischief in Mayfield</i> (b-c). American children of today.	Harcourt.
Baker, Margaret and Mary.	<i>Fifteen Tales for Lively Children</i> (b). Amusing short stories.	Dodd.
Baynes, Ernest H.	<i>Jimmie: The Story of a Black Bear Cub</i> (b-c).	Macmillan.
Bemelmans, Ludwig.	<i>The Golden Basket</i> (b). In the old city of Bruges.	Viking.
Bowen, William.	<i>The Enchanted Forest</i> (b).	Macmillan.
Bowen, William.	<i>Merrimeg</i> (b). Two amusing fanciful tales.	Macmillan.
Brann, Esther.	<i>Lupe Goes to School</i> (b-c). Spain.	Macmillan.
Brann, Esther.	<i>Yann and His Island</i> (b-c). Off the coast of Brittany.	Macmillan.
Brink, Carol Rylie.	<i>Caddie Woodlawn</i> (b). Pioneering in Wisconsin.	Macmillan.
Brock, Emma.	<i>Till Potatoes Grow on Trees</i> (b). Short stories.	Knopf.
Brooks, Elbridge.	<i>The True Story of Abraham Lincoln</i> (b).	Lothrop.
Bryce, Catherine.	<i>The Safe-Way Club</i> (b). A children's "safety first" club.	Nelson.
Bufano, Remo.	<i>Magic Strings</i> (b-c). Plays.	Macmillan.
Bufano, Remo.	<i>The Show Book of Remo Bufano</i> (b-c). Plays.	Macmillan.
Buff, Mary and Conrad.	<i>Dancing Cloud, the Navaho Boy</i> (a).	Viking.
Burch, Gladys and Wolcott, John.	<i>A Child's Book of Famous Composers</i> (b).	Barnes.
Carr, Mary Jane.	<i>Children of the Covered Wagon</i> (b). The Oregon Trail in 1844.	Crowell.
Carryl, Charles E.	<i>Davy and the Goblin</i> (b). Old, but still funny.	Houghton.
Charters, Smiley, and Strang.	<i>Living Healthfully</i> (a).	Macmillan.
Charters, Smiley, and Strang.	<i>Wise Health Choices</i> (b). Health books.	Macmillan.
Church, Alfred J.	<i>Iliad for Boys and Girls</i> (b-c).	Macmillan.
Church, Alfred J.	<i>Odyssey for Boys and Girls</i> (b).	Macmillan.
Clarke, Frances E. and Keelor, Katharine L.	<i>Our Town and City Animals</i> (b).	Heath.
Colum, Padraic.	<i>The Peep-Show Man</i> (b). Stories for Easter, Midsummer, and Hallowe'en.	Macmillan.

AUTHOR	TITLE	PUBLISHER
Credle, Ellis.	<i>Across the Cotton Patch</i> (a-b). Five children on a cotton plantation.	Nelson.
Credle, Ellis.	<i>Little Jeemes Henry</i> (a-b). A small colored boy.	Nelson.
Credle, Ellis.	<i>Pepe and the Parrot</i> (a). A boy in Mexico.	Nelson.
Dalglish, Alice.	<i>Once on a Time</i> (b). Fairy tales and folk tales.	Scribner.
Dalglish, Alice.	<i>The Young Aunts</i> (b). They were little girls.	Scribner.
De Angeli, Marguerite.	<i>Henner's Lydia</i> (b). A little girl in Pennsylvania.	Doubleday.
Dearborn, Blanche J.	<i>Winter Time</i> (a).	Macmillan.
Dearborn, Blanche J.	<i>City Friends</i> (b). Easy pleasant books about children of to-day. Should be read in the order given.	Macmillan.
Defoe, Daniel.	<i>The Life and Surprising Adventures of Robinson Crusoe</i> (b).	Macmillan.
De la Ramée, Louise.	<i>The Nürnberg Stove</i> (b). Germany.	Macmillan.
Deming, Therese O.	<i>Indians of the Wigwams</i> (b).	Albert Whitman.
Disney, Walt and Ayer, Jean.	<i>Mickey Mouse and His Friends</i> (a).	Nelson.
Disney, Walt and Ayer, Jean.	<i>Donald Duck and His Friends</i> (a). Two easy and amusing books about well-known characters.	Heath.
Dubois, Gertrude and Frances.	<i>Peter and Penny Plant a Garden</i> (b-c). How to plant a garden.	Stokes.
Dukelow, Jean H. and Webster, Hanson Hart.	<i>The Ship Book</i> (b-c). All about ships.	Houghton.
Eggleston, Edward.	<i>The Hoosier Schoolboy</i> (b-c). Schooldays in Indiana in 1850.	Scribner.
Elliott, Gabrielle and Forbush, Arthur.	<i>Games for Every Day</i> (b).	Macmillan.
Farjeon, Eleanor.	<i>Mighty Men from Achilles to Julius Caesar</i> (b). Legends from ancient history.	Appleton- Century.

AUTHOR	TITLE	PUBLISHER
Field, Rachel.]	<i>Hitty: Her First Hundred Years</i> (b-c). An old doll tells the story of her life.	Macmillan.
Forbes, Helen.	<i>Araminta</i> (b-c). About a little girl who adopted a baby.	Macmillan.
Gall, Alice C. and Crew, F. H.	<i>Each in His Way</i> (b). Stories of famous animals.	Oxford.
Gall, Alice C. and Crew, F. H.	<i>Little Black Ant</i> (b).	Oxford.
Gates, Baker, and Peardon.	<i>The Story Book of Nick and Dick</i>	Macmillan.
Gates, Baker, and Peardon.	<i>The Caravan of Nick and Dick</i> (a). Two books of pleasant, easy short stories.	Macmillan.
Hall, Charles G.	<i>Through By Rail</i> (b-c). The story of railroads and trains in the United States.	Macmillan.
Hall, Jennie.	<i>Four Old Greeks</i> (a-b).	Rand.
Harper, W. and Hamilton, A. J.	<i>Pleasant Pathways</i> (a).	Macmillan.
Harper, W. and Hamilton, A. J.	<i>Winding Roads</i> (a-b).	Macmillan.
Harper, W. and Hamilton, A. J.	<i>Far-away Hills</i> (b). Readers made up of selections from good, modern, children's literature.	Macmillan.
Hedrick, Elinor and Van Noy, Kathryne.	<i>Kites and Kimonos</i> (a). An easy book about life in Japan.	Macmillan.
Henry, Robert S.	<i>Portraits of the Iron Horse</i> (b-c). The American locomotive in pictures and story.	Rand.
Hill, Helen and Maxwell, Violet.	<i>Charlie and His Friends</i> (a-b).	Macmillan.
Hill, Helen and Maxwell, Violet.	<i>Charlie and His Kitten Topsy</i> (a-b).	Macmillan.
Hill, Helen and Maxwell, Violet.	<i>Charlie and His Puppy Bingo</i> (a-b).	Macmillan.
Hill, Helen and Maxwell, Violet.	<i>Charlie and the Surprise House</i> (a-b). Pleasant stories about a little boy, his family, friends, pets, and adventures.	Macmillan.
Hill, Helen and Maxwell, Violet.	<i>Little Tonino</i> (b-c). Provence.	Macmillan.

AUTHOR	TITLE	PUBLISHER
Hill, Helen and Maxwell, Violet.	<i>Rudi of the Toll Gate</i> (b-c). Germany.	Macmillan.
Hillyer, V. M. and Huey, E. G.	<i>A Child's History of Art</i> (b-c).	Appleton- Century.
Horn, Stanley F.	<i>The Boy's Life of Robert E. Lee</i> (b-c).	Harper.
Hull, James.	<i>The Pet Elephant</i> (a). It was a real elephant.	Macmillan.
Keelor, Katharine L.	<i>Little Fox</i> (a). An Algonquin Indian boy of long ago.	Macmillan.
Keelor, Katharine L.	<i>On Charlie Clark's Farm</i> (a-b).	Heath.
Kipling, Rudyard.	<i>Just So Stories</i> (b). Amusing, imaginative stories about animals.	Doubleday.
Knowlton, P. A.	<i>First Lessons in Geography</i> (a).	Macmillan.
Knowlton, P. A.	<i>Introduction to World Geography</i> (a-b).	Macmillan.
Lang, Andrew.	<i>The Princess on the Glass Hill</i> (a).	Longmans.
La Rue, Mabel G.	<i>In Animal Land</i> (a).	Macmillan.
La Rue, Mabel G.	<i>The Billy Bang Book</i> (a).	
	Amusing and very easy stories.	Macmillan.
La Rue, Mabel G.	<i>Little Indians</i> (a).	Macmillan.
La Rue, Mabel G.	<i>Hoot-Owl</i> (a).	
	Easy Indian stories with authentic background.	Macmillan.
Leeming, Joseph.	<i>Fun with Boxes</i> . How to make things for pleasure or profit out of empty boxes.	Stokes.
Lide, Alice.	<i>Yinka-tu the Yak</i> (b). Tibet.	Viking.
Lomen, Helen.	<i>Taktuk, an Arctic Boy</i> (b). About an Eskimo boy in Alaska.	Doubleday.
Masters, Kathrine W.	<i>The Pet Club</i> (a).	Heath.
McGuire, Edna.	<i>Glimpses into the Long Ago</i> (b).	Macmillan.
Meigs, Cornelia.	<i>The Wonderful Locomotive</i> (b).	Macmillan.
Mukerji, Dhan Gopal.	<i>Fierce-Face</i> (b-c). The story of a tiger.	Dutton.
Neumann, Daisy.	<i>Sperli, the Clockmaker</i> (b). He lived in the Black Forest.	Macmillan.
Nida, Stella H.	<i>Letters of Polly the Pioneer</i> (b).	Macmillan.
O'Hara, Elizabeth F.	<i>From Hunters to Herdsmen</i> (a).	Macmillan.
O'Hara, Elizabeth F.	<i>Taming the Wild Grasses</i> (a).	
	Books about pre-historic times	Macmillan.

AUTHOR	TITLE	PUBLISHER
Orton, Helen Fuller.	<i>Secret of the Rosewood Box</i> (b). A mystery story of 60 years ago.	Stokes.
Pease, E. F. and De Melik, B.	<i>Gay Pippo</i> (b). A monkey.	Albert Whitman.
Petersham, Maud and Miska.	<i>The Story Book of Wheels, Ships, Trains, Aircraft</i> (b).	Winston.
Peterson, Roger T.	<i>Junior Book of Birds</i> (b-c).	Houghton.
Pryor, W. C. and H. S.	<i>The Dirigible Book</i> (b).	Harcourt.
Sawyer, Ruth.	<i>Picture Tales from Spain</i> (b-c). Folk tales.	Stokes.
Seacheri, Mario and Mabel.	<i>Winnebago Boy</i> (b). About an Indian boy.	Harcourt.
Snedeker, Caroline D.	<i>Theras and His Town</i> (b). A boy in Old Greece.	Doubleday.
Sperry, Armstrong.	<i>Little Eagle: A Navaho Boy</i> (a-b).	Winston.
Tousey, Sanford.	<i>Cowboys of America</i> (b-c).	Rand.
Turpin, Edna.	<i>Three Circus Days</i> (a).	Macmillan.
Turpin, Edna.	<i>Zickle's Luck</i> (a). Amusing, very easy books.	Macmillan.
Waddell, J. F. and Bush, M. G.	<i>How We Have Conquered Distance</i> (b-c).	Macmillan.
Waddell, Nemic, and Bush.	<i>Helpers</i> (a). About workers of many kinds.	Macmillan.
Waddell, J. F. and Perry, Amy.	<i>Long Ago</i> (a-b). How people lived in the past.	Macmillan.
Wells, Rhea.	<i>Ali, the Camel</i> (a).	Doubleday.
Wheeler, Ida W.	<i>Playing with Clay</i> (b). How to model with clay.	Macmillan.
White, Eliza Orne.	<i>Adventures of Andrew</i> (b).	Houghton.
White, Eliza Orne.	<i>Where Is Adelaide?</i> (b). Two books about lively children of today.	Houghton.
White, Stewart E.	<i>The Magic Forest</i> (b). About a boy who was lost and lived for a time with Indians.	Macmillan.
Yoakam, Bagley, and Knowlton.	<i>Reading to Learn: Introductory Book</i> (a).	Macmillan.
Yoakam, Bagley, and Knowlton.	<i>Learning New Skills</i> (b). Informational readers.	Macmillan.

APPENDIX III

BOOKS OF POETRY SUITABLE FOR USE WITH FIFTH- GRADE CLASSES

The title of each poem suggested for use in relation to any one of the units of *Let's Travel On* (see the lesson plans) is followed by a number or numbers. These numbers tell in which of the following books the poem may be found. For example, if a poem is followed by the numbers 14 and 37, this means that it may be found in Rachel Field's *Branches Green* and in John E. Brewton's anthology, *Under the Tent of the Sky*.

I. COLLECTIONS

AUTHOR	TITLE	PUBLISHER
1. Aldis, Dorothy.	<i>Before Things Happen.</i>	Minton, Balch.
2. Allingham, William.	<i>Robin Redbreast and Other Verses.</i>	Macmillan.
3. Asquith, Herbert.	<i>Pillicock Hill.</i>	Macmillan.
4. Baruch, Dorothy W.	<i>I Like Machinery.</i>	Harper.
5. Benét, Rosemary and Stephen Vincent.	<i>A Book of Americans.</i>	Farrar.
6. Bergengren, Ralph.	<i>Jane, Joseph, and John.</i>	Little.
7. Chute, Marchette G.	<i>Rhymes about Ourselves.</i>	Macmillan.
8. Conkling, Hilda.	<i>Poems by a Little Girl.</i>	Stokes.
9. Conkling, Hilda.	<i>Silverhorn.</i>	Stokes.
10. De La Mare, Walter	<i>Poems for Children.</i>	Holt.
11. Farjeon, Eleanor.	<i>Joan's Door.</i>	Stokes.
12. Farjeon, Eleanor.	<i>Over the Garden Wall.</i>	Stokes.
13. Field, Eugene.	<i>Poems of Childhood.</i>	Scribner.
14. Field, Rachel.	<i>Branches Green.</i>	Macmillan.
15. Field, Rachel.	<i>The Pointed People.</i>	Macmillan.
16. Field, Rachel.	<i>Taxis and Toadstools.</i>	Doubleday.
17. Fisher, Aileen.	<i>The Coffee-Pot Face.</i>	McBride.
18. Fyleman, Rose.	<i>Fairies and Chimneys.</i>	Doubleday.
19. Fyleman, Rose.	<i>Fifty-One New Nursery Rhymes.</i>	Doubleday.
20. Kipling, Rudyard.	<i>Verse (Inclusive Edition).</i>	Doubleday.
21. Longfellow, Henry W.	<i>Song of Hiawatha.</i>	Macmillan.

AUTHOR	TITLE	PUBLISHER
22. McCord, David	<i>The Crows.</i>	Scribner.
23. Miller, Mary Britton.	<i>Menagerie.</i>	Macmillan.
24. Riley, James W.	<i>Rhymes of Childhood.</i>	Bobbs.
25. Roberts, Elizabeth Madox.	<i>Under the Tree.</i>	Viking.
26. Rossetti, Christina.	<i>Sing-Song.</i>	Macmillan.
27. Stevenson, Robert Louis.	<i>A Child's Garden of Verse.</i>	Macmillan.
28. Teasdale, Sara.	<i>Stars Tonight.</i>	Macmillan.
29. Tippet, James S.	<i>I Go A-Traveling.</i>	Harper.
30. Tippet, James S.	<i>I Live in a City.</i>	Harper.
31. Tippet, James S.	<i>I Spend the Summer.</i>	Harper.
32. Turner, Nancy Byrd.	<i>Maggie Lane.</i>	Harcourt.
33. Welles, Winifred.	<i>Skipping Along Alone.</i>	Macmillan.
34. Wynne, Annette.	<i>For Days and Days.</i>	Stokes.

II. ANTHOLOGIES

EDITOR	TITLE	PUBLISHER
35. Association for Child- hood Education.	<i>Sung under the Silver Umbrella.</i>	Macmillan.
36. Barrows, Marjorie.	<i>Two Hundred Best Poems for Boys and Girls.</i>	Whitman.
37. Brewton, John E.	<i>Under the Tent of the Sky.</i>	Macmillan.
38. Harrington, Mildred P.	<i>Ring-a-Round.</i>	Macmillan.
39. Huber, Bruner, and Curry.	<i>The Poetry Books (V).</i>	Rand.
40. Huffard, Carlisle, and Ferris.	<i>My Poetry Book.</i>	Winston.
41. Stevenson, Burton E.	<i>Home Book of Verse for Young Folks.</i>	Holt.
42. Teasdale, Sara.	<i>Rainbow Gold.</i>	Macmillan.
43. Thacher, Lucy W. and Wilkinson, Marguerite.	<i>The Listening Child.</i>	Macmillan.
44. Thompson, Blanche Jennings.	<i>Silver Pennies.</i>	Macmillan.
45. Thompson, Blanche Jennings.	<i>More Silver Pennies.</i>	Macmillan.
46. Untermeyer, Louis.	<i>Rainbow in the Sky.</i>	Harcourt.
47. Untermeyer, Louis.	<i>This Singing World.</i>	Harcourt.

APPENDIX IV

MAGAZINES FOR PUPILS OF THE INTERMEDIATE GRADES

<i>American Boy and Youth's Companion</i>	Sprague Publications, Inc. 7430 Second Boulevard, Detroit, Mich.
<i>American Girl</i>	The Girl Scouts, Inc., 14 West 49th Street, New York, N. Y.
<i>Bird-Lore</i>	National Association of Audubon Societies 1006 Fifth Avenue, New York, N. Y.
<i>Boys' Life</i>	Boy Scouts of America 2 Park Avenue, New York, N. Y.
<i>Child Life</i>	Rand, McNally and Company 536 South Clark Street, Chicago, Ill.
<i>Children's Playmate</i>	A. R. Mueller Printing Company 3025 East 75 Street, Cleveland, Ohio
<i>Current Science</i>	American Education Press 400 South Front Street, Cleveland, Ohio
<i>Highway Traveller</i>	Greyhound Management Company 2620 Hamilton Avenue, Cleveland, Ohio
<i>Horn Book</i>	The Horn Book, Inc. 264 Boylston Street, Boston, Mass.
<i>Hygeia</i>	American Medical Association 535 North Dearborn St., Chicago, Ill.
<i>Jack and Jill</i>	Curtis Publishing Company Independence Square, Philadelphia, Penn.
<i>Junior Scholastic</i>	Scholastic Corporation 250 East 43 Street, New York, N. Y.
<i>My Weekly Reader</i>	American Education Press 400 South Front Street, Cleveland, Ohio
<i>Nature Magazine</i>	American Nature Association 1214—16th Street, N. W., Washington, D. C.
<i>National Geographic</i>	National Geographic Society 1146—16th St., N. W., Washington, D. C.
<i>The Open Road for Boys</i>	The Open Road Publishing Company 729 Boylston Street, Boston, Mass.
<i>Popular Mechanics</i>	Popular Mechanics Company 200 East Ontario Street, Chicago, Ill.

<i>Popular Science Monthly</i>	Popular Science Publishing Company 353 Fourth Avenue, New York, N. Y.
<i>Scholastic</i>	Scholastic Corporation 250 East 43 Street, New York, N. Y.
<i>School Arts Magazine</i>	Davis Press, Inc. 44 Portland Street, Worcester, Mass.
<i>Story Parade</i>	Story Parade, Inc. 70 Fifth Avenue, New York, N. Y.
<i>World Horizons</i>	Welles Publishing Company 473 Washington Street, Wellesley, Mass.
<i>Young America</i>	Eton Publishing Corporation 250 East 43 Street, New York, N. Y.

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Gates, Arthur Irving, 1890-.

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